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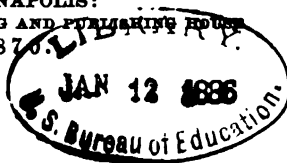
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JANUARY, 1870.

No. 1.

METHODS IN MORAL EDUCATION.

BY J. M. GREGORY, LL. D., PRES. INDUSTRIAL UNIVERSITY, ILL.

No argument need be made to prove the importance of moral education. Its necessity is as obvious as that morality is necessary to good society. Without integrity, education is not a blessing. Without good morals, our schools themselves can not prosper. Whenever, through lack of sound moral influence, the public schools shall no longer be safe places for the young, all good parents will withdraw their children from these schools. There are thousands who now refuse to send to them, through simple fear of moral taint.

But confessed as is its importance, many still doubt the feasibility of any but the most cursory and general instruction in morals in the school room. All men praise virtue, and profess to believe in the sterling value of uprightness; but practically, people seem to think that good moral character, like beauty of person, comes by nature. Hence, moral education is, for the most part, limited to the punishment of vice and a prayer for virtue. The question is a vital one: Can any regular, systematic and effective education of the moral nature be given in the common public schools? To answer this question properly, one must take a careful survey of the powers to be cultivated, and of the field of their exercise. It is this I propose to attempt in these articles.

THE MORAL POWERS.

There are no faculties which are exclusively moral. Man has but one *intellect* with which to think and know;

one *sensitivity* with which to feel, and one *will* with which to exert volitions. But each of these simple powers is able to act in several distinct departments of thought and feeling—separate realms of facts and truths, and when acting in these different realms, the faculties take different names. Thus, when we exercise the intellect in the domain of the True, we call it *perception, conception, judgment* or *reason*, according to the kind of operation performed. The sensitivity also acts, in some way, in all these operations, but never as a distinct faculty. When the mind acts in the realm of the Beautiful, we give to its combined powers the name of Taste, as a faculty that judges and enjoys the phenomena of beauty. When they act in the realm of the morally Good and the Right, discriminating and approving goodness and right, we call them Conscience or the Moral Faculty. Conscience is not another intellect, but simply the power of the intellect to *know*, and of the sensibility to *feel* the excellence and obligation of the Good and the Right.

The impelling and restraining power of conscience is nothing more than the obligatory character which it perceives in virtue. Concerning the nature of this obligation, philosophers have greatly differed. Some find the source of our obligation to do right, in the simple and eternal excellence of the Right; some find it in the vital importance of the Right to the universal well being; some in the craving of the moral nature or appetite of man; others, in the relations between man and other beings; while others still only see in it the felt authority of the great and Divine Law-maker of the Right and the Good. It may be questioned whether this bond of obligation, which we feel constraining us to do right, is not like every thing else in nature, compound and not simple. It is a cord, not of one single strand, but of several, embracing all those just mentioned, and perhaps many more. The right is so excellent in itself, and so grandly necessary to universal well being that God has bound us to it by every faculty of our nature. He has fitted the intellect to perceive it not only as a form and a quality of action, but also as a law binding us to duty. He has given

to the Taste the power to find in it the highest types and effects of the Beautiful. The "Beauty of Holiness" is the last and divinest form of beauty. He has given us an appetite for the Right, a "hungering and thirsting after righteousness." And by all the sensibilities from the lowest to the highest—by all true desires of good for ourselves or others—and by all our love for ourselves or for our fellows, or for God himself, He has bound us to the felt need and duty to do right and avoid sin.

Thus the Right, (the *Recta*, or things ruled by Divine will), is the crowning consummation of the True, the Beautiful and the Good. It is the Divine summation of series. Thus the moral nature of man is made the crown of all his powers, binding them all under its all-comprehending law and obligation. And thus, by inevitable conclusion, moral education not only stands highest and foremost of all the cultures, but it is the natural and necessary end to which they all will tend when rightly conducted. No education can reach its highest perfection or highest utility without a moral basis and a moral aim. The intellect borrows both its inspiration and its energy from the feelings. Vividness of sensibility gives clearness and depth to the perceptions. "The pure in heart" can "see God." Education will be mean and narrow, or grand and noble, just as the sentiments which inspire, and the emotions which impel the student are low and selfish, or pure and magnanimous. Hence, to secure the highest success in education, we must of necessity bring the moral field into view, and stimulate the moral powers to right action.

But, more. If it be true, as Bacon said, that "knowledge is power," still it is power only as an instrument, an engine. Its uses must be determined by the will which uses this instrument, and the will is the product, if indeed it is not the final form of the affections or feelings. Nothing is so useless, and even helpless, as blind power—an engine without an engineer. There is power in the earthquake and in the tempest, but it is power to destroy. So unguided knowledge may be a useless show, or even a curse. However extensive or rich, knowledge, unasso-

ciated with high and useful aims, is the idle flow of a river in a desert, or the rush of a destructive torrent.

These truths thunder. Their monitions are full fatality.

But now return. If, as I attempted to show, the moral faculties are only the ordinary powers of knowing, willing and feeling, exercised in the realm of moral truths and facts, then moral education is as feasible as any other; and its proper methods may be as clearly discovered and defined as those of teaching arithmetic or grammar. Indeed, as far as they depend on the great natural laws of mental growth and action, these methods are identical with those which control right and normal instruction in all other departments of thought and action. The one indivisible mind can not have two distinct modes of vitality and growth, the one in the domain of simple scientific truth. The laws of sound thinking, and right and natural feeling are every where the same, and the training can not differ generically in the several species of sound culture.

The special modifications of methods which may be required by specific differences in the truths involved and their applications in practical life will be considered in a future article. Let us first direct our attention to the laws of moral culture which appear on a survey of the moral powers themselves.

PRONOUNCING ORTHOGRAPHY.



BY DR. EDWIN LEIGH, NEW YORK.

I receive your invitation to furnish some articles on this subject, as one of the good signs of the times. The attention of leading educators, of those who control our educational literature, and have the direction of our public and private schools, is at last arrested and directed in earnest to this help for the learner and hope for the unlearned.

Since John Hart wrote his "Orthography," in 1569, its need has been seen and felt, and now and then, earnest

and practical men, like Noah Webster and Benjamin Franklin, have tried to provide some way to break down the barriers to a knowledge of English print and English reading. But the time had not come, circumstances were not favorable, the conditions of success did not then exist, and their best and wisest efforts came short of attaining the end. Even the latest, best, most successful of all, Pitman's Phonotypy, only brought to view the imperative necessity, and demonstrated the practicability of a phonetic notation for our language, but did not provide a remedy, that the people could or would apply, to remove the evil of illiteracy, and to lighten the hard task of the little learners.

After three centuries of preparation, after twenty-five years of growth and development, from Pitman's first efforts at a pure Phonotypy, to this Pronouncing Orthography; after three years of thorough trial, and complete proof of its practicability, acceptableness, and worth, the time has now come for its extensive and general use. Educators, superintendents, commissioners, teachers, parents, all who control our schools, or are interested in popular education, are asked to consider it. To show how much it demands their attention, and to put them in the way of satisfying themselves on a few practical points, is the purpose of these articles. The points are such as these: What is Pronouncing Orthography? What good has it done? What good can it do? What need is there of it? Can any one learn and teach it? And how?

I. What is it? It is orthography, the common orthography of our books and newspapers. It is not Phonotypy; the spelling is not changed, every word being pointed and spelled according to our standards, Webster or Worcester.

But it is a PRONOUNCING Orthography. It shows the exact pronunciation of every word. A special form of a letter is used for each sound of it. Letters which have no sound are printed in a hair-line, or light-faced type. It thus shows the pronunciation without changing the spelling, and even preserves the familiar form, or face, of

the words as we are accustomed to see them in our books and newspapers. Words printed with this type, differ from those on this page in the common Roman print, the *italic* words do, or those printed with most of the fancy types so much used in our newspapers and advertisements. In this way, without doing any harm, it does great good. It does for the reading lessons in the child's primer, what Webster's or Worcester's accent marks do for the words in their dictionaries; only it avoids the use of the accents, which would be a blemish to the page, and would not be practical or useful enough for the children. It is designed and used not for the dictionary merely, but for the primer, making every word, and line, and page, a pronouncing dictionary for the learner, always under his eye, that he can use with ease and certainty at the very time he needs it. It thus combines in one, our *two* English languages—the written and the spoken—which have been hitherto so widely separated by our difficult and irregular orthography. It is not a new book, but a way of printing any primary book, the very same books which have long been approved and used in our schools, as will be seen from the list given below.

It is not a new method of teaching, (though it does lead to improved methods), but is applicable to any good method now in use, and auxiliary to it, preserving all that is good, and adding much that is of the greatest value.

Any one who wishes to see it fully exemplified, and sufficiently explained for all practical purposes, will find it in any of the following books. "Leigh's Pronouncing Orthography;" "McGuffey's Primer" and "McGuffey's Primary Reader," published by Wilson, Hinkle & Co., Cincinnati; "Watson's National Primer," by Barnes & Burr, New York; "Sanders' Union Pictorial Primer," and "Sanders' Union Reader, No. I," by Ivison, Phinney & Blakeman, New York; "Sargent's Standard Primer," by John L. Shorey, Boston; "Hillard's Primer," and "Hillard's Second Reader," by Brewer & Tileston, Boston; also "Leigh's Sound Charts," by J. W. Schermerhorn, New York; and two of "Philbrick's Phonic Tablets," by Taggard & Thompson, Boston. A circular, en-

titled "Good News for the Children," containing sixteen specimen pages, with sufficient explanations and testimony as to the results of its use, will be sent by Wilson, Hinkle & Co., Cincinnati, to any one who asks for it. For any further information, (or for either of the above), address "Edwin Leigh, New York City." Any one who takes interest enough in this subject to send me his name and postoffice address, will receive such additional printed matter as from time to time may be ready. If it be desired, a specimen, with explanations, for a future number of this Journal.

II. What has it done? It has been used extensively East, West, North and South, and in *every* school, so far as I have learned, where it has been used a year, or even less, the children have made twice the progress that was attained by former classes with common print; they pronounce much better; they know the elementary sounds well, and can spell by sound admirably; they have been able to study their lessons and help themselves, instead of constantly depending upon the teacher to tell them what the new words are, and have either made the transition to reading and spelling in common print without difficulty, or have had no transition to make; for, he who can read a page of common print, can read it on this print; and, *vice versa*, he who has read through a Second Reader in Pronouncing Orthography can read the same pages or words in common print.

A full statement of the results of three years' trial in the Public Schools of St. Louis, and of some of the results in Boston, has been printed, and will be sent to all who desire it. The following, from Washington University, St. Louis, has not yet been printed, and answers a question which troubles many teachers who are not familiar with the results of phonetic teaching. Professor Geo. B. Stone, Principal of the Preparatory Department, writes, August 3, 1869:

"I am happy to say, that we are in every respect gratified with the success which has attended the use of your Pronouncing Orthography in the Primary School connected with the Preparatory Department of the Univer-

sity. We are highly pleased with the distinctness of articulation, and the accuracy of pronunciation, which can be secured. In spelling, the Phonetic classes invariably, make rapid progress, and the most careful examinations have tested their accuracy. Scholars unacquainted with the alphabet last September, were in the Third Book at the close of the year, and could spell, without missing, all the words in the spelling exercises of the two lower books. The transition from the Pronouncing Print to the common print is made by the scholars without any special instruction, and the ordinary spelling is combined with the spelling by sound, at a very early period. A very brief trial will, I think, satisfy any one of the advantages, in primary teaching, to be obtained by the use of your Pronouncing Print."

Mr. Harris, Superintendent of Public Schools in St. Louis, writes, June 23, 1869:

"Children who entered school last September, and commenced the Primer at that time, completed the Primer and Primary Reader, and Second Reader, and some classes entered the Third Reader, McGuffey's series." (This was formerly the work of two years and a half.) These pupils were as far advanced in spelling as in reading. They spelled both by sound and by letter. They read common print as well as the Pronouncing Orthography, after they have become familiar with the words in the new dress. Their pronunciation is a great success. The teachers are all, without exception, enthusiastic in favor of the new method. It gets to be more and more powerful in its effects as it grows into our system, and is understood by our teachers."

These are some of the fruits of three years' use of this Print in St. Louis. Substantially the same fruits have been reached wherever it has been introduced.

"TEACHERS' MEETINGS—HOW SHALL THEY BE CONDUCTED, AND WHAT SHALL BE THEIR CHIEF AIMS?"

THE success of the Graded School depends very largely upon the close, accurate, systematic manner in which the several departments work with reference to each other. It is an intricate machine, composed of a great variety of parts closely adapted to, and necessary for, each other. Unlike the ponderous printing press, whose cogs and cranks work with unerring precision, and whose products are invariably the same, the school works under constantly varying conditions, and these conditions are the subject of a constantly varying adjustment to produce good results. The unstable conditions to be considered are: 1st. A Board of Trustees, who may or may not be acquainted with the various necessities, moral, intellectual and physical, connected with their trust. 2d. The Superintendent, who may or may not have the qualities which fit him to organize and manage a school system. 3d. The corps of teachers, many of whom may be teachers by accident, untrained, unskilled, and some, possibly, inefficient. 4th. The children, of various ages, various attainments and various aspirations. And lastly, the parents, whose influence over the children for good or evil must largely determine the character of the school. These diverse elements must harmonize, in order to produce the results for which the schools are intended. How, then, shall we harmonize them? How shall we educate our Trustees, our teachers, our pupils and our people, that a uniform and efficient policy may be established? How shall confidence be secured among these several parties, in order properly to organize, discipline and instruct the school? These are vital questions, and their answers must come from the teachers. To their wisdom, tact, prudence and integrity the moral and intellectual improvement of the children is for the most part intrusted. If each teacher in the corps shall organize, govern, discipline and teach without reference to the

other teachers and departments, disorder and confusion must be the result. If, however, there is harmony, system and co-operation among the teachers, if they are actuated by similar motives, controlled by uniform plans, the best and safest results must follow. How may this uniformity be secured? The answer is, by frequent consultations on the part of those to whom this difficult and responsible work is intrusted—in other words, by teachers' meetings.

No institution, involving great interests and requiring the executive skill of many individuals, can be safely conducted without a perfect understanding of the nature and extent of the work to be performed by each, and the responsibility each must assume.

Many questions arise concerning the affairs of schools about which there is an honest difference of opinion. Different methods are adopted to secure the same results. But, as no two schools are precisely alike, the plan which answers best in one may fail in another, and that is best which, under the circumstances, will secure the desired results. To illustrate our meaning, we will take the teachers in any one of the average sized towns in the State. Suppose we have from twelve to twenty who teach in the five or six different grades, in buildings of different sizes, separated from each other. A regiment of children, ranging from six to eighteen years, are committed to their care to be instructed morally, intellectually and physically. They are to be properly graded and systematically taught. It is evident there must be some plan or arrangement by which such a mass can be judiciously handled. A system of mere paper regulations, however good, will not meet the case. The teachers commence to organize the schools; each has a different way. The Superintendent also has a way. If he is a man of sense and shrewdness he will know that unless his teachers work with him he can accomplish nothing. There must be a hearty, cordial co-operation in order to insure success. This requires a meeting for adjustment. Again, now that they are graded to the best advantage, they must be governed. One teacher flogs, another re-

lies mainly on moral suasion, another trusts to "rewards of merit," another expects to throw all the difficult cases upon the Superintendent, while the community is thrown into some excitement by the diversity of means used to manage the children. Here is a chance for council. Some teacher may be injudicious, and, unless restrained, may involve the whole system and every teacher in trouble. A comparison of views will probably remedy the whole difficulty. Now that the discipline is regulated, it is observed that very different methods of instruction are adopted. One teacher has a mania for "Object Lessons," another thinks the proper recitation is the "Concert System," a third thinks every lesson must be memorized, and a fourth does not require the pupils to commit anything to memory in the words of the author. Here is a chance for a council. One teacher takes her pupils five pages a week in one study, and another in the same grade goes over twenty. Which is right? In one school the regularity and punctuality of the pupils are remarkably good; in another, under apparently the same conditions, very bad. How shall we find the difference, unless at a teachers' meeting we make this subject a matter of investigation? It may be the difference is only apparent, for one teacher keeps her record different from the other. The first marks her pupils present who are in within five minutes; another expects her pupils to be in on exact time. These records must be systematized so that uniformity be attained, and that must be done by a teachers' meeting. Complaints are made of the unhealthy character of a school; it is kept too hot or too cold. From this arise questions of light, heat and ventilation, which should frequently be discussed. One school is notorious for its vulgarity, rudeness and vice, or the quarrelsome character of its pupils. How will these difficulties be remedied? Parents can not do it; teachers must. Very many questions of a practical character thus arise, on which the welfare of the school and the success of the teacher depend. Questions of a delicate nature often force themselves upon the attention of a teacher which can be safely determined only by a fac-

ulty meeting, where each teacher may express an opinion. But it may be asked, why may not the Superintendent, who is the responsible head of the schools, act upon all these questions, and thus save the teachers the time and trouble of coming together? The Superintendent is useless unless he has the co-operation of his assistants, and they are equally interested in giving him suggestions as he is interested in receiving them. The interest of Superintendent, teachers, pupils and people is the same. The better the schools, the easier, the pleasanter and the safer is their management.

If teachers meet each week to counsel together, to report their successes and their failures, their social faculties will be improved. A teachers' meeting should be a teachers' sociable—not formal, cold and distant, but cheerful and pleasant. Teachers rarely have time for sociability, and sometimes become jealous of each other, because they do not know each other's characters. Such meetings afford an opportunity to spend a pleasant evening in such a way that their burdens may be equalized, their graces developed, their angularities rubbed off. Such results alone are worth the trouble of coming together. It need not be supposed that such a meeting can be profitable if it be devoted to recitation. If teachers are not prepared for teaching they should stop and go to school. We have known a corps of teachers, in a little fit of enthusiasm, agree to study Mental Philosophy, or Botany, and for a week or two pursue it with tolerable ardor. But the diversities of their talents, the differences in their education, the demands on their time for study, soon demonstrated its impracticability. The progress was slow and uncertain, and the result not commensurate with the expectation. The intellectual improvement of teachers must be in a great measure the result of their own efforts, and, as each is actuated by a different motive, the results must be very different.

Teachers' meetings should be private and strictly confidential. Many subjects will be discussed involving the names and actions of individuals, which, if reported, would only do harm to all concerned. For this reason it

is not proper that persons not teaching, particularly children, should attend. They would not be profited at all, and might receive very erroneous impressions.

In conclusion, it will only be necessary to say that such meetings require the kindness, prudence, frankness, moderation and courtesy that distinguish the association of gentlemen and ladies. Petulance, intolerance, uncharitableness and dogmatic assertion are quite as much out of place as they would be exhibited in the school room. If teachers are impolite and rude to their equals, it is not improbable they will be ill-tempered and rough with those who can not hold them responsible.

A SUPERINTENDENT.

THE BIBLE IN THE PUBLIC SCHOOLS.

W

BY REV. B. F. TREAT.

The signs of the times indicate a terrible struggle in America over this subject. Indeed, the struggle has already commenced. For the present *we* are safe. Section 167 of the School Law of Indiana reads thus: "The Bible shall not be excluded from the Public Schools of the State." This negative statute satisfies the Christian public of this commonwealth. They do not ask a compulsory statute on this subject. The existing law works no hardship for any community. If they choose to have the Bible in their schools, it can not be excluded; if they choose to exclude the Bible, it can not be forced upon them. It would be difficult to frame a statute more pregnant with wisdom and toleration, or better adapted to the genius of a free government.

In anticipation of the "coming strain," as a cotemporary phrases it, I wish to offer a few suggestions. As the field is large and the theme fruitful, I can not do more at present.

Why should any one desire to exclude the Bible from the Public Schools? Some will answer, "We do not believe the Bible to be true." Others will say, "We do not

believe in private interpretation of the Scriptures; the Bible should be in the hand of the Priest or of those authorized by the church to interpret it." Possibly a third class will say, "The style of the Bible is not adapted to children." These three classes, it is presumed, will include every man who is opposed to our present School Statute on this subject. I shall briefly notice their objections.

The first class are opposed to the Bible *per se*, and, therefore, will always be found aiding and abetting any movement that will lessen the area of its influence. But is it the duty of a great and Christian people to tamely submit to this demand of infidelity? No! The second class look at the matter in the light of religious partisans. If their demands are granted, why not every religious party demand the same favor, and have our "Common School Fund" divided into as many parts as there are religious denominations in the State, not forgetting a few apportionments for the various types of infidels, who can not be expected to fraternize with any religious organization? The absurdity of this is self-evident. The third class present an imaginary difficulty only. We may safely grant that portions of the Scriptures are not adapted to the wants of children; yet who does not know that the readings, in all our schools, are from select passages, only? Any man or woman who proposes to teach in a Christian land ought to be sufficiently acquainted with the Bible to select, without a moment's hesitation, chapters appropriate to the school.

What is to be gained by excluding the Bible from the Public Schools? Immunity from its influence? Is its influence bad? If this is the ground of opposition—and there can be no other—it will not do to stop when you get *the book* out of the schools. Its *principles* must go out also! The Bible is not ink and paper. It is the living truths contained in it that constitute it the book of books. It takes no prophetic ken to see this second step in the anti-Bible *programme*. Indeed, without this, the first is a nullity. When the new *regime* is introduced it will not do for your teachers to enforce the morality of

the Bible—just as well to read the book itself! It will not do for the teacher to speak of God, Christ, or heaven; of faith, hope, or charity—just as harmless to read the book that reveals these. It will not do for the teacher to rebuke sin, vice and immorality, nor to speak of the fear of God and the heinousness of violating His laws—just as well read in the Bible at once! It is clear as day that the rejection of the Bible is the rejection of that which it contains. The day the Bible is forcibly ejected from our Common Schools we will need a new literature for them, because our present school literature bows to the Bible as the supreme law of morals, and everywhere recognizes its great truths. Who is prepared to furnish such a literature? A literature without God, a Savior, faith, hope, charity or heaven! When the Scriptures are excluded, and the literature of the school-room adapted to the change, who will be competent to the work of a teacher? How will he supply the awful deficiency thus created? The infidel may undertake it, but what man that is true to the moral interests of his race dare to do it? It will not do to say, "We propose to exclude the Bible from our schools, and yet permit our children to be instructed in its general principles." This is as absurd as to say, "We propose to dry up the fountain and yet allow the stream to flow."

The *ultimate* question for the people of America to decide is this: "Shall our schools be devoid of all Bible truths?" This is the objective point, without which the present crusade against the Bible is an abortion.

CAMPAIGN SECOND.

In these reminiscences I am inspired by a higher motive than merely to announce what I have seen, what I have heard, what I have learned, and how, during my long schoolmaster life, I have taught. A simple catalogue of the State Senators and Representatives, Judges and Congressmen, Officers and Soldiers, Ministers and Teachers, who, in other days, were my pupils, could not meet my aim. I would furnish instructive lessons of

truth, drawn from the broad and rugged fields of more than forty years' experience. In this work, I would, if possible, be a blessing to my fellow-laborers in the great educational battle-field. Such is my aim.

The appliances and operations of my second term varied but little from the first. The locality was the same. It was a winter school. But in this school there were three striking characters. The first, a ten year-old boy, the son of a drunken blacksmith; the second, a boy eleven years of age, the son of a man possessed of uncommon mechanical talent; the third, fourteen years of age, the son of a speculating gambler.

The first and third have wound up their earthly career; the second is now a wealthy Iowa farmer and a successful grain and cattle dealer. In his boyhood school-day he earned the reputation of being "close and stingy." Like his father, he was a natural mechanic. He directed all his inventive genius to the purpose of money-making and money-saving. In boyhood his manufacture of toy-guns, bows and arrows, nice hand-wagons, etc., usually transferred all the odd change of his associates to his capacious pockets, whence its circulation was at an end. He made rapid progress until he had gained as much knowledge as it was "*advisable*" for one who intended to be a farmer, should have. Then he made a final pause in educational progress. Indeed, at that time, I had but a very imperfect idea of the actual amount of education to which a farmer or mechanic might *prudently* aspire. Then the proposition whether a man could both plow and solve problems in the higher mathematics, had not been demonstrated. Consequently, I was poorly fitted to advise a talented boy who intended to be a farmer.

How to advise the first boy I understood better. His purpose, at ten years of age, was to become a man of education. An old man of reading and thought, had whispered in the ear of the poor drunkard's son that sobriety, industry, study, and perseverance would, in time, make that boy one of the first lawyers of Kentucky. This was enough. The words of the old man took hold of the boy's heart. For nine weary years wrought that boy

with hammer and tongs, employing every leisure moment in study. It is needless to say, success was his.

This boy possessed the best memory and the readiest perception of any pupil I ever had. His disposition and faculties, at once, entwined my affections around him. I made a companion of him, and thus gained abiding influence over him. Young as I was, this influence, over the boy, gave me a power over the intemperate father which was afterwards used to advantage. When the boy became a noble man, and when he had been admitted to the bar, I paid a visit to the place of my nativity. The young man was even more than I expected to find him, but the father was still a drunkard, loving, however, his promising son as few inebriates love a child. On setting out on my return to Indiana, the inebriate rode with me twelve miles, as he said for friendship and company. He talked almost constantly of his son. Coming to a noted spring of clear, cool water, he proposed that we should dismount and take a parting drink. On alighting he drew from his pocket a tin-cup and a flask of brandy, and earnestly insisted that I should take one drink of brandy with him. My refusal was emphatic. I began at once a most earnest plea that he, for his son's sake and credit, should close his lips forever against the intoxicating draught. He shouted, "one drink more," and took it. We parted, then and there, for all time. Four years after, I received a letter from him, thanking me for the earnest words I had uttered at our spring-parting. He stated that a short time after our separation, he took the flask from his pocket and dashed it against a tree, firmly resolving to drink no more. From that day till the day of his death, he lived the life of a sober man. Amid the triumphs of saving Christian faith, years after he departed in peace.

The third boy was my first grammar student. Young as I then was, my judgment pronounced him a most extraordinary boy—a Napoleon in embryo. He had immense capacity for good or evil. At once, there was an earnest desire on my part to guide him aright. That he would make his mark in the world there was no question in my mind. The ensuing twenty-five years of his life,

established the correctness of such an inference. He did make his "mark" in more than one way. On the battlefield, and in the halls of legislation, he did distinguish himself. Then, ere he had lived out half his days, he died as the fool dieth. He fell, by the hand of violence, in a gambling house. Such was the brief career, and such the sad end of one who might have become a Webster, Benton, or Clay.

Now it is unquestionably an important part of the teacher's office to investigate such results, inquire why the end was thus, and ascertain why failure marks the career of so many promising pupils. In other words, am I anywise responsible for the failure of him who, in hopeful boyhood, was my pupil,—him on whose capacious brow was written, in brilliant characters, the foreshadowings of a grand success in life?

At this distant day, the inquiry intensified comes pressing home upon my heart. So much is it bearing down upon me that I feel constrained to review this individual problem of the past, and, if possible, draw therefrom a practical lesson—useful, not only to myself, but advantageous to my fellow-teachers in active service.

To begin, this bright boy had not been under my tuition to exceed two weeks when I discovered in him almost a total absence of honesty and integrity of purpose. Then I lost interest in him. Hope of coming good was gone. Not a single effort did I make to induce, on his part, honesty and integrity. Without a struggle, an inglorious surrender was made. Through power over the inebriated well-disposed son, I sought and succeeded in winning back the intemperate father to the paths of sobriety. Why did I not strive to reform the gambler's son, of talent so commanding, and through power of the son win back the father?

My judgment now is, that every teacher should make unceasing efforts to induce mean, hateful, odious pupils to become good and great.

JAMES G. MAY.

SCHOOL GOVERNMENT.

WHAT more can be advanced? Has not every thing been said on the subject of School Government that can well be uttered? Ifso, why is there not universal harmony in the discipline and order of the common schools? Why is it that the inquiry, how can order in the school-room be most successfully maintained, so frequently comes up in Teachers' Conventions and Institutes? It must be, that the grand secret of School Government is not generally and thoroughly understood. Every body praises good order. Every school district, in theory, demands good order. Good order is in every parent's mouth. Still, good order is not to be found in half the common schools. Perhaps it may be that enough has not been said on the subject of School Government.

Attending a County Teachers' Institute, a few weeks since, I was forcibly, but not favorably struck with remarks made by a number of teachers who seemed to feel that physical discipline—the power of the rod—the terror of punishment, is the essential, effective element in order, government, and progress. In civil government, and in the family circle, where the chief elements of training are tyranny and physical discipline, there are few good citizens and fewer well disposed children. The school is a little empire. The teacher is the prince, or princess. The subjects to be contented, must have plenty of profitable employment, and they must be taught how to make that employment pay best. Here are work and earnest study for the teacher. In the school-room, thorough workers are rarely disorderly. Idlers make the trouble. The true policy is to employ the best means to make every pupil a willing worker. Can this be done? Surely it is not an impossibility. Cheerfulness, affability, and a determined will to earnest, telling work on the part of the teacher, pointing directly to the immediate interest of every pupil in the school, must, of necessity, create a responding spirit in the bosom of each child. Under such an influence, things will be done, or left undone, because

it is *right* to do them, or leave them undone. Order necessarily follows good will to work well. In all such instances moral supersedes physical discipline.

In good school government there is a searching, independent individuality. The teacher must find something for every child to do, and have that something done, at the time, and precisely in the manner it should be done. There is work, but no hardship in this. It can be done. Uniform decision of character will do it all. Firmness and decision of character on the part of the teacher.

The individuality idea suggested, will induce the teacher to look after the well-being and well-doing of his school, not as an orderly, quiet *mass*, but as separate, individual workers, each filling his own place in this little empire.

The purpose of every teacher should be a fixed determination that each pupil shall have his full portion in due season.

G. E. R. M.

OBJECT LESSON—LESSON ON SIZE.

POINTS.

1. To show that the terms long and short are comparative terms.
2. The necessity for a standard size.
3. Present inch and give term.
4. Exercises to develop distinct conception of an inch.
5. Statements made and written on blackboard.

METHOD.

1. Teacher bring before class pieces of ribbon, strips of paper, pieces of wood, and other suitable objects. Teacher holds up two pieces of ribbon of different lengths. What say of this piece? (long); and this? (short). Children come and touch the long ribbon; (children make statement each time); the short one? Teacher lays aside shorter piece and shows a longer one. Children

now come and touch short piece. But what did you call it when you touched it before? (A long piece). You see you sometimes call the same piece both (long and short). (Teacher have similar exercises with other objects.) Here is a strip of paper that you have said was long, but here is another that is a little— (longer). Children exercised in touching *longer* piece, as before. Teacher, laying aside one piece, retaining “the longer piece,” takes another *still longer*. Children come and touch the longer piece. But awhile ago you said the *other* was the longer. Why not touch the same one again? (You changed the strips). How many think you were right each time? (All). (Teacher have similar exercises with other objects). Now you have called this a long pencil—this, the longer one—but what will you say of *this*? (Longest). Children exercised in touching longest pencil. Teacher place still another and longer one beside the three others. Children now come and touch longest pencil. Why not touch same one as before? (You have taken another). How many were right in touching longest pencil each time? (All). (Teacher, laying aside all but longest two, compares them). You have said each was the longest, but what about them? They are not exactly— (alike), or exactly of the same— (length). In looking at *all* these objects we have been talking about their— (length).

2. Children, having slates and pencils, teacher asks each of them to draw a long line. Teacher, comparing them, says: “Yes, you have all drawn a long line, but you see they are not all of—” (The same length). “Then what can you say of long lines, long ribbons, long papers, &c.?” (All *long* objects are not of the *same* length). (Teacher have similar exercises with short lines, followed by statement, “All *short* objects,” &c.) “Then, if you can not draw the kind of line I wish when I say *long* or *short*, because they are not always of the same length, I must tell you of something that *is*—” (Always of the same length).

3. Teacher now show inch measure; tell children that when anything is of that length we say it is an inch long.

(Teacher tell origin and show barley corns; might exercise children in forming inch with barley corns, and making statement, "Three barley corns make one inch.") Children spell inch; teacher writes on blackboard.

4. Teacher exercise children in drawing lines, cutting ribbons, folding strips of paper, &c., an inch long; compare each time with inch measure, to test correctness, child stating each time what he has in hand.

5. Children having retained an object an inch in length, teacher allow them to compare them. What say of them—of their length? (All of same length). Then what can you say an inch always is? (An inch is always of the same length). Children spell words, teacher writes the statement upon the blackboard, and has it recited by the children, individually and in concert.

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OFFICIAL DEPARTMENT.

SUPERINTENDENT'S VISITS.

HOWARD COUNTY—Kokomo has long taken educational rank in advance of her sisters of equal age. Her people, years ago, while she was in her infancy, led on by the enthusiasm and earnestness of Baldwin, built a very creditable Normal School edifice. Much of her prosperity has grown out of this work. New London has also a good school in a poor house. They have shown how good a school can be made under great disadvantages.

My visit to Howard occurred when citizens were earnest in talking over the tragedy of another murder which has gone on record, and my educational work had to feel its effects.

Rawson Vaile, the County Examiner, was, many years ago, a superior teacher in Wayne county. We have pleasant memories of the olden time when the free school was a subscription school, and teachers and school did the best they could. He is a very efficient County Examiner, and is doing a good work in Howard. His son, a young man, on furlough from Oberlin, in the midst of a college course, is proving a very successful Superintendent of the Graded Schools of that place.

I had an interesting talk with the Township Trustees. Some fast agent for the introduction of school books had been round, selling to all the district, so as to make it their *interest to adopt his books*. Some people work by *hook*, others by *crook*, and it sometimes happen that people get ahead of themselves. One gentleman is greatly excited because teachers do not like to make all the fires and do all the sweeping, and is much alarmed about the dangers that await us. I presume all will work out right, if we can be calm and rational, and try to do all round what seems to be about right. I met a very creditable audience, for a rainy evening, in the Seminary Hall, who patiently listened to my discussion of educational topics.

I reached Tipton on the 20th. This place is just getting a start. Taxation, graded schools, uniformity of school books, good school houses, all come up together, and some persons, who belong to the primitive ages, appear to be wisest. All these things have to be met and patiently surmounted. I found the people in earnest, and I shall be disappointed if Tipton does not come out on the right side with good schools. About half the Trustees were present at our afternoon meeting, and a very respectable company were present to hear my morning address. I left with favorable anticipation for Tipton. I found the Examiner, C. N. Blount, an efficient officer, and making his educational work a careful study.

The NORMAL SCHOOL at Terre Haute, which goes into operation on the 5th proximo, and a long list of waiting letters, required my attention until the 13th inst., when I met the Township Trustees of Hendricks, A. J. Johnson, Examiner and Superintendent of their Corporation Graded Schools in Danville. There are many excellent schools scattered over this county. It has a population enterprising and intelligent, and liberal in support of education. A fair representation of Trustees were present, and interesting reports were made from the townships. The trustees have had a little bit of experience in the *stereoscope* and *map* business, which has made them wiser. Any one who expects to *hood-wink* trustees had better, for a few months, keep out of Hendricks. My evening lecture was well attended. Danville and Hendricks may be counted on the onward and upward list.

My appointment at Putnam came on a rainy day. The roads and streets were continuous mud. Not a Trustee present. I design at a future day to make a visit to the University, and her new Union High School is to be dedicated. Look out for reports next month.

B. C. HOBBS,
Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

WE have been unable to supply the demand made upon us during the last month for the JOURNAL AND TEACHER. Our December issue was nineteen hundred and fifty, which we supposed sufficient; but we were mistaken. The number of new subscribers was greater than we had calculated upon. This is our apology for dating subscriptions ahead, to begin with the January number, and also for not supplying back numbers.

Our present issue is two thousand, which we hope will be sufficient.

May we not trust that every person whose subscription expires with the year will renew at once?

THE minutes of the Associations, together with some of the papers read before the same, will appear in our next issue.

WE think it would not be undue praise to commend all the contributed articles in this number. Especially do we commend the three excellent articles, "Methods in Moral Culture," "Pronouncing Orthography," and "The Bible in the Public Schools." These all deal with subjects of practical interest—the latter with a subject of peculiar interest at present. They will all be continued.

THE world scarcely recovers from its surprise at the completion of one grand work until the completion of a grander is announced. We had scarcely ceased our exultations over the completion of the Sub Marine Telegraph, which "goes singing under the sea," until we were called to exult over the completion of the Union Pacific Railroad. The shouts of triumph over this achievement had not died among the mountains until the world was electrified by the completion of the Suez Canal. Victory follows victory; conquest treads on the heels of conquest. Truly, science has her triumphs; truly, "knowledge is power."

Let those who are always praising the ancients, contrast these tripple glories with that what has been called "Seven Wonders of the World." What is Diana at Ephesus, or Colossus at Rhodes, compared with these? Mere baubles. And in point of utility they are empty nothings. How the Pyramids, majestic as they are, sink into insignificance by the side of this canal; and in the light of utility they are monuments of folly. Who would men-

tion the name of the silly Pyramid builder in connection with that of the noble De Lesseps, the projector of the Suez Canal? The name of the latter will be as enduring as the commerce of the world—of the former as the unwisdom of the Pyramids.

We suppose our readers are informed that this canal was opened November 17th; that it is a little over one hundred miles in length, starting at Port Said, on the Mediterranean, and terminating near Suez, on the Red Sea; and that it has been ten years in construction, costing about \$55,000,000 in gold.

What next? A canal across the Isthmus of Darien, a bridge across Behrings Straits, or the Straits of Dover, or aught else that science may propose.

WORDY TEACHERS.

JUDGING, *prima facie*, many teachers seem to suppose that their efficiency depends on their volubility. Hence they are full of words. Like an electric battery, touch them at any point and you receive a charge. A pupil is a little noisy in class, and instead of laconically saying, "John, silence," or "John, in line," it is a speech: "There, haven't I told you twenty times to observe quiet when in the class? Will you never learn to mind what is told you? What can a school do without order? I hope not to have to mention this again this term. Order is Heaven's first law." Now, after this explosion of words, and the elegant allusions to Heaven's law, we would suppose (if we did not know better) that the whole school would be awed into profound silence. But no; John lost the point in the multitude of words, and guesses there was not much meant, and so he is marking on his slate, or thinking about the next game of ball. In the meantime Tom, at the other end of the class, has taken this occasion to pin a paper on the coat of his stupid neighbor, whilst William and Henry are listless and oblivious to this abundance of good advice. Thus, by the time the teacher is through with John half the class needs regulating. Too many words!

Again, if a pupil asks a question about his lesson, the same proposition is repeated.

If the pupil asks what is meant by "common," in the rule for making denominators common, the teacher does not say *common*, in this case, means *same*, as in 3-7, 5-7, 11-7. Here the denominator 7 is common to each fraction, that is the same number. But on the contrary he says: "Common means general, as we say a common disease, nearly every body has it; as colds are common in the winter season, and chills and fever in the fall. And further," says he, "common has other meanings, almost the same as ordinary; also as mean, or low, as the common people, a common fellow." Now, by the time a pupil listens to all this about "colds," "chills," "mean," "low," &c., he can hardly be expected to have a very clear idea of common denominators.

This wordiness shows itself in recitation. The question is put in so many words that it frequently needs explaining. Again, the question is given the

student and left in his possession until his answer is framed and ready for delivery, when, to his surprise, and sometimes confusion, the question is recalled and given a second time, and in entirely different words. This confuses the student, and naturally enough, for this new verbiage has turned the other end of the question toward him. At other times it leaves the pupil in doubt which portion of the question is to be answered. Or at least, if it does not leave the pupil in doubt, it gives room to play upon the words. This latter feature is illustrated in the following, which is said to have occurred in a certain New England High School :

A pupil failing to give the definition of "Chemistry," the lesson was re assigned. When the pupil came to recite, on the following day, the teacher says, "John, what is chemistry, to-day?" After a little hesitation, John says, "I don't know, certainly, but I think it is the same that it was yesterday."

It is probable that this teacher learned that the term to day could be dropped, leaving the clear question, "What is chemistry?"

Without farther illustration, it may be well to remind this class of teachers that there is such a thing as "darkening counsel by words without knowledge." It may be further added that in command brevity is force, and in explanation it is clearness. Many teachers fail in both by too many words.

Please do not infer that a teacher may never be fluent and elaborate. He may, but not on every occasion; that is, every time he speaks. Mrs. Partington's praise of a public lecturer, wherein she says he is a "fluid orator," would be a doubtful compliment to a teacher. A fluid orator might do, but a fluid teacher never.

In conclusion, allow us to say, be both sparing and choice in your words. Few words in command; clear words in explanation. "Words fitly spoken are like apples of gold in pictures of silver."

WOMAN'S PRIVILEGES.

Messrs. Editors:—Men may differ in their interpretation of the Scriptures, and deny the authority of the laws recorded in the Bible, but they are made so plain that the most ignorant need not err, or mistake the truths therein recorded for our guidance. We learn from it that man and woman *both* have an important sphere to fill, though it is an entirely different one. It was wisely directed by the Great Giver of all good, and it is useless to endeavor to change the order, for He knew best what was for our good. It seems to me that all discussion about superiority, or inferiority, equality, or inequality, is *decidedly* out of place.

Man excels in intellectual and physical powers, and all those qualities which constitute him a man; woman in social affections and those gifts which constitute her a woman. He is best and brightest in his sphere—she in hers. When I contrast the privileges that *we*, the women of America, have, with those of antiquity, and even with some of other countries of the

present day, I rejoice that I am an American. We occupy the first seats in all public assemblies (courts of justice and legislative halls excepted), public conveyances, receptions, dinners, &c., while man stands ready to do us every honor. He is also careful that no burdens shall hinder our progress, always being willing to assume them, even to the "sixth band-box and bundle." Yet, with astonishment, I learn that we are the first to raise our voices to ask for more rights, and can but stand with arms folded, ears and eyes open, while a "still, small voice" whispers, "Be still, and know that I am God." Before we clamor too loudly for more rights we should be careful to use all the *privileges* that are now within our grasp. "Inefficiency" has been laid to our charge, and perhaps justly, too; but ours is the privilege—and the way is open—to gather all the knowledge that will serve us in the "matter of fact" work of life, make us strong for the battle, and preserve us from becoming a "dead and alive burden to our comrades in the fight." It is our privilege to be true and faithful, earnest, brave and helpful. Remember that the words we utter, the deeds we do, and even the thoughts we think, go beyond us as a moving power for good or for evil. It is our privilege to be steadfast, resolute, thorough, in all we undertake, and to have some other business than consulting our mirrors and gossip. It is our privilege, as teachers, to excel, and our high privilege to say that we will *not* do the same work as men and take less for it, and then to stand *firm* in what we say.

When we have earnestly and thoroughly used all these privileges—which no one can deny us—then we may justly ask for more; and if I could see by the use of the ballot we could purge society of intemperance, profligacy, profanity and prostitution, then I would unite with those who are laboring so hard to that end, and would, with clasped hands and in the attitude of prayer, look up to the "lords of creation" and plead with them to give us the coveted boon.

WASHINGTON, Ind.

T. H.

[We welcome this article from a lady correspondent. We like to hear women speak for themselves. Among the unquestioned privileges of women is the use of the pen. Let that use be frequent. The columns of the JOURNAL AND TEACHER are open to the contributions of all.—Ed.]

THE BOY TO SUCCEED.

A few years ago, a large drug firm in this city advertised for a boy. Next day the store was thronged with applicants, among them a queer looking little fellow, accompanied by a woman who proved to be his aunt, in lieu of faithless parents, by whom he had been abandoned. Looking at this little waif, the merchant in the store promptly said: "Can't take him; places all full; besides he is too small." "I know he is small," said the woman, "but he is faithful." There was a twinkle in the boy's eyes that made the merchant think again. A partner in the firm volunteered the remark that he "did not see what they wanted with such a boy—he was n't bigger than a pint of cider." But after consultation the boy was set to work. A few days later a call was made on the boys in the store for some one to stay all

night. The prompt response of the little fellow contrasted well with the reluctance of others. In the middle of the night the merchant looked in to see if all was right in the store, and presently discovered his youthful *protege* busily scissoring labels. "What are you doing?" said he. "I did not tell you to work nights." I know you did not tell me so, but I thought I might as well be doing something. In the morning the cashier got orders to "double the boy's wages, for he is willing." Only a few weeks elapsed before a show of wild beasts passed through the streets, and, very naturally, all hands in the store rushed to witness the spectacle. A thief saw his opportunity, and entered at the rear door to seize something, but in a twinkling found himself firmly clutched by the diminutive clerk aforesaid, and, after a struggle, was captured. Not only was a robbery prevented, but valuable articles taken from other stores were recovered. When asked by the merchant why he stayed behind to watch when others quit their work, the reply was, "You told me never to leave the store when others were absent, and I thought I'd stay." Orders were immediately given once more: "Double that boy's wages; he is willing and faithful." To-day that boy is getting a salary of \$2,500, and next January will become a member of the firm. Young men, imitate his example.—*Hall's Journal of Health*.

[Teachers, please read this to your pupils. It is better than a lecture. It may lead some boy to resolve, I'll be "*willing and faithful*."—Ed.]

FOUND WORDS.—From a circular, addressed to the teachers of Henrie county, by the Examiner, Rev. Edward Wright, we take the following sound words:

"III. IN THE GOVERNMENT AND DISCIPLINE OF THE SCHOOL MUCH DEPENDS UPON YOUR DISCRETION, GENTLENESS, DECISION, REGULARITY AND ORDER.

This is your throne of power. Let it be power animated by love, guided by intelligence. Be earnest, diligent, hopeful. Govern yourselves, if you would well govern others. Indulge in no feelings inimical to the high ends of what we properly call education. Seek all possible aid. Keep some chosen educational work constantly before you as a manual. When that is well read, and inwardly digested, get another. The "Indiana School Journal and Teacher, the Organ of the State Teachers' Association and of the Superintendent of Public Instruction," for your own sake, and for your work's sake, ought to be diligently studied. Attend every Institute that you can. The cost is partly sustained by the State, and will be more than repaid by the increased wages that such applicants may demand and will secure. Our trustees are judicious men, and all other things being equal, will prefer such teachers, and encourage them by higher remuneration."

We are debtor to Prof. S. H. White, editor *Illinois Teacher*, for a copy of the proceedings of the Fifteenth Session of the Illinois Teachers' Association, pp. 167. Besides a full report of the proceedings, also essays and papers, it contains short sketches of several of the Presidents of the Association; also handsome steel engravings of two veteran educators, W. H. Wells, of Chicago, and Richard Edwards, of Normal University, Bloomington. Illinois, is making educational history.

EVERY one can afford to pay a high price for education, but he who pays *health*, pays too much.

INSTITUTES.

RISING SUN, OHIO COUNTY, NOV., 1869.

EDITORS INDIANA SCHOOL JOURNAL AND TEACHER:—*Dear Sirs:* It may be of interest to learn that, in the face of much opposition, we have succeeded in holding the Fourth Annual Session of the Teachers' Institute for this county.

Ohio being the smallest county in the State, and many of our teachers, from the beginning, having voted institutes a bore, while some of the subordinate school officers and citizens contend that they are an unnecessary expense and an injury to the schools, in as much as they oblige them to suspend while the Institute is in session, it seemed useless to attempt the holding of an Institute. Yet, during the last week in October, we had a very interesting and profitable session, though our number was quite small. Professors J. M. Olcott and Daniel Hugh were the instructors.

The teachers who were in attendance have a very great advantage over those that absented themselves. Ten subscribers to JOURNAL AND TEACHER were procured during the session.

Yours, respectfully,

JOHN BUCHANAN,
School Examiner Ohio County.

COLLEGE CORNER, JAY CO., IND., OCT. 30, 1869.

MESSRS. EDITORS:—Our Institute has closed, with the best results of any heretofore held in our county. The enrollment was 128, and the average daily attendance 101. The interest shown by both teachers and school officers is a pledge of better schools in Jay county.

The Institute was superintended by Prof Olcott, of the State Normal School. He is a live man, and teaches living methods. Prof. Geo. P. Brown, of Richmond, was with us a few days. Mr. Brown is also a worker, whose influence will be realized by all teachers who listened to his instructions.

We would heartily recommend these two gentlemen as most efficient Institute workers. Prof. Green, of Kokomo, also rendered good service.

We are in the high way of progress, and the daily growing interest manifested by the *people* of Jay county, proves to us that ere long our much abused county will stand beside the banner educational county of the State.

THOMAS BOSWORTH, *Examiner.*

AUBURN, IND., November 17, 1869.

EDITORS SCHOOL JOURNAL:—The DeKalb County Institute began its fall session on November 8th. Superintendent Hobbs, and Messrs. Barnard, Charles and Hopkins were present and gave instructions daily, and lectures at the M. E. Church each of four evenings. The attendance was large and regular, many missed no roll call. The entire enrollment reached 144, very few of whom were not actual teachers.

Thanks were unanimously given to instructors and citizens for lessons presented and hospitality bestowed. Few, if any, left our Institute with other than the feeling that it was good that they came here.

Very respectfully,

WM. H. MCINTOSH, *Examiner.*

ROCHESTER, November 24, 1869.

EDITORS SCHOOL JOURNAL :—In accordance with previous announcement, the Teachers' Institute, of Fulton county, convened on the 15th inst., with ninety teachers in attendance. The Institute was conducted, for the most part, by the teachers of the county, aided by the friends of education in this vicinity. Superintendent of Public Instruction, Hon. B. C. Hobbs, was present and rendered some very valuable assistance. He also delivered two lectures before the Institute, both of which were entertaining and highly instructive. Much praise is due to our worthy Examiner, Rev. A. V. House, for the courteous and efficient manner in which he presided over the Institute. During the session of the Institute, a teachers' organization was formed to meet monthly. A pleasant and profitable week was spent, and the teachers manifested a decided interest in the great cause. On Friday evening a grand reunion was held at the Court House, after which the Institute adjourned, *sine die*.

A. V. HOUSE, *President*.

R. C. WALLACE, *Sec'y*.

P. S.—About thirty subscribers were obtained for the JOURNAL AND TEACHER.

TIPPECANOE COUNTY TEACHERS' INSTITUTE HELD LAST MONTH.—Whole number of teachers enrolled, 160. Instruction given in the eight common school branches. Public lectures delivered by Prof. J. M. Olcott, of Terre Haute, and Dr. T. W. Fry, of Lafayette. Instructors, Prof. J. M. Olcott, Prof. A. D. Goodwin, Prof. J. M. Strasburg, W. E. Mendenhall, C. E. Lane, W. A. Arnold, and the Examiner. I send you resolutions as contained in written report. I am urging the teachers to read the JOURNAL AND TEACHER, as being one of the *best aids* in the work of teaching now within their reach.

Your, truly,

HENRY S. DAKIN, *Examiner T. C.*

[Want of space prevents us from printing the above-mentioned resolutions.—ED.]

LOGANSFORT, IND , December 7, 1869.

PROF. HOES—*Dear Sir*: The following is the report of Logansport Public Schools for the term ending November 19, 1869:

	Sept.	Oct.	Nov.	Term.
Enrolled	655	698	768	768
Belonging	528	594	666	596
Attendance	489	549	617	552
Per Cent	92 5	92 3	92 6	92 5
Visits	50	33	54	137

But few changes have been made in the corps of teachers since last year.

The corps is as follows: Mrs. B. G. Cox, Misses Mattie Goodwin, Attilia Goodrich, Frone A. Case, Fannie Curtis, Mary E. Smith, Mattie Hare, E. J. Benson, M. C. Hays, Ellen Comingore, Augusta Arnold, Dada Phelps, E. L. Street, and Lizzie Stephens.

Yours, truly

SHERIDAN COX, *Sup't.*

STATE TEACHERS' ASSOCIATION.

The Sixteenth Annual Session of the Association will be held in Indianapolis, on the 28th, 29th and 30th of December.

The Exercises will be substantially as presented in the following programme.

It is unnecessary to refer to the character and history of the Association, to induce teachers and the friends of education to attend. The extent of its influence in the past, in advancing the general cause, and promoting the personal and collective interests of the teachers themselves, is known to all who have taken any interest in the progress of educational matters in the State. Its capacity to forward all these interests is as great now as it has ever been.

Let all the teachers in every part of the State, then, prepare early to attend, and bring out their friends, and we can have a larger and better meeting than has yet been held.

*PROGRAMME OF EXERCISES.**TUESDAY EVENING, Dec. 28, 7 o'clock.*

1. Organization, appointment of committees, etc.
2. Address of welcome, and response.
3. Inaugural Address, by the President elect, Prof. Joseph Tingley, of Asbury University.

WEDNESDAY MORNING, 29th.

9 o'clock—Opening exercises, and miscellaneous business.

9½ o'clock—Relation of the State to the religious education of her children, by A. M. Gow, Superintendent of Schools, Evansville, Indiana. Discussion, opened by Cyrus Nutt, D. D., of the State University.

Recess.

11 o'clock—The Dangers Incidental to Professional Life, by Clarkson Davis, Principal of Spiceland Academy, Henry county, Indiana. Discussion. Miscellaneous business.

AFTERNOON.

2 o'clock—Reciprocal Duties of Parents and Teachers, by R. F. Brewington, Superintendent of Schools, Vevay, Indiana. Discussion. Recess.

3 o'clock—Primary Instruction, by Mrs. J. H. Jones, of Newport, Ky. Discussion.

4 o'clock—Teachers' Journal, by ladies of Terre Haute. Miscellaneous business.

EVENING SESSION.

7 o'clock—Discussion. Subject: The Needs of the Institute Work of the State. Opened by D. E. Hunter, of Peru, E. P. Cole, of Bloomington, and E. H. Staley, of Frankfort.

8 o'clock—The True Criterion of School Education, by Hon. E. E. White, of Ohio.

THURSDAY MORNING, 30th.

9 o'clock—Opening Exercises, and miscellaneous business.

9¼ o'clock—The True Idea of a Normal School; its Necessity to the State, and How to Realize it, by Wm. A. Jones, President elect of the State Normal School. Discussion, by B. C. Hobbs, G. W. Hoss, A. C. Shortridge, Geo. P. Brown, and others.

Recess.

11 o'clock—Address by Joseph Moore, President of Earlham College. Subject: "The Bible Shall Not be Excluded from the Public Schools of the State." Discussion. Miscellaneous business.

AFTERNOON.

2 o'clock—The Duties of Teachers in Relation to Temperance, by Dr. Ryland T. Brown, of the N. W. University. Discussion.

Recess.

3 o'clock—Election of Officers.

3½ o'clock—Address by Robert G. McNiece, Principal of High School, Fort Wayne, Indiana. Discussion. Miscellaneous business.

7 o'clock—Essay, by Miss Carrie B. Sharp, of Fort Wayne.

7½ o'clock—Address, by Hon. Newton Bateman, Superintendent of Public Instruction in Illinois. Subject: "The Problem of Education." Closing business.

Railroads centering in Indianapolis will return members of the Association free.

All ladies attending the Association will be entertained by the citizens free of charge.

Hotels and boarding houses will entertain members at reduced rates.

Teachers, on arriving, will go to the High School building, on the west side of the Governor's Circle. The cars on Illinois street run within half a square of it. Stop on Market street.

JESSE H. BROWN,
Chairman Executive Committee.

STATE SUPERINTENDENTS' ASSOCIATION.

The next Annual Meeting of the Superintendents' Association will be held in the High School Building, Indianapolis, commencing Tuesday morning, December 28, 1869.

PROGRAMME OF EXERCISES.

9 A. M.—Organization, and appointment of committees.

9:30.—Paper by E. H. Staley. Subject: City and Town Superintendency; its Economy as well as Utility. Discussion of paper.

10:30.—Discussion of subject: Teachers' Meetings—of what shall they consist, and how shall we conduct them? Miscellaneous business.

Afternoon—2 o'clock.—Address by A. M. Gow, Evansville. Subject: Ethical Culture in Common Schools. Discussion.

3.—Paper by W. H. Wiley, Terre Haute. Subject: What is a Graded School? Making the distinction between a Primary and Grammar School, and a Grammar and High School course of study. Discussion of Paper.

3.15.—Discussion of subject: Truancy; its Nature and its Cure.

4:30.—Discussion of subject: Should Rules be Adopted Prohibiting, in teaching certain Subjects, the use of Text Books by Teachers?

The reading of each paper is limited to twenty minutes.

Persons have been selected to lead in the discussions, each speaker being allowed ten minutes.

The Executive Committee express the hope that Superintendents, Principals of Schools, and County Examiners, will give this session of the Association the aid of their presence and counsel:

Let us have a large and profitable meeting.

A. C. SHORTRIDGE,
Chairman Executive Committee.

CIRCULAR OF STATE NORMAL SCHOOL, TERRE HAUTE, INDIANA.

This Institution is expected to commence its first Session of twelve weeks on the 5th of January next. The Board of Trustees have employed an efficient Faculty. The first and second stories are completed and will soon be elegantly furnished. The entire building is adapted to the accommodation of three Departments:

THE NORMAL;

THE MODEL HIGH SCHOOL;

THE MODEL, PRIMARY AND INTERMEDIATE TRAINING SCHOOLS.

The Normal Department is intended for the instruction and training of such as design to become Teachers.

The first object will be to impart a *thorough* knowledge of the principles, and of their application in those branches required by law to be taught in the Common Schools in the State, and to establish right habits and methods of study.

Second, to give thorough instruction in the *philosophy of methods*, as adapted to the different subjects taught at the different stages of the intellectual development of the pupil. In this department, tuition will be free to all who expect to become teachers, and who enter according to the provisions of the law.

The Model High School will be the City High School of Terre Haute. It will be furnished, and its expenses met by the city, but conducted under the control of the Normal School Board of Trustees.

The Model Primary and Intermediate Department will be made up of children between the ages of six and fifteen years as pay scholars. It will be under the management of efficient Principals and serve as Training and

Experimental School for *pupil teachers* of the Normal Department. Its course of study will embrace all grades from the Primary to the High School.

It is deemed inadvisable by the Board of Trustees to publish at present a "detailed course of instruction." Such a course will be given to the public when it shall have been found by actual experience and observation what plan of studies is best adapted to the actual wants of the students who will assemble here for instruction. The following is the general outline aimed at in the Normal Department:

THREE YEARS COURSE OF STUDY IN NORMAL DEPARTMENT.

I. **METAPHYSICS.**—1st, Psychology; 2d, Application of its Facts and Principles to *Methods* in Teaching.

History and Methods of Education; Science of Morals; Logic; Government of United States and of Indiana; School Laws of Indiana; Political Economy.

II. **LANGUAGE.**—Reading, Spelling, English Grammar, Rhetorical Praxis, English Literature, Latin two years, German.

III. **MATHEMATICS AND LOGIC.**—Arithmetic, Algebra, Geometry, Trigonometry and Applications to Mensuration of Heights and Distances, Natural Philosophy, Astronomy, Book-keeping, Drawing, Writing.

IV. **NATURAL SCIENCES.**—Zoology, Human Anatomy and Physiology, Botany, Chemistry, Mineralogy, Geology.

V. **GEOGRAPHY AND HISTORY.**—Physical Geography, Civil and Political Geography, United States and General History.

Students entering the Normal Department will be expected to pass a creditable examination in Penmanship, Spelling, Reading, Arithmetic, Geography and English Grammar.

TEXT BOOKS ADOPTED.

MATHEMATICS.—Ray's Higher Arithmetic; Ray's Algebra, Ray's Geometry and Trigonometry, Ray's Astronomy, Bryant & Stratton's Book-keeping, Bartholomew's Drawing.

NATURAL SCIENCE.—Tenney's Zoology, Youman's Chemistry, Dana's Geology, Gray's Botany, Dana's Mineralogy.

METAPHYSICS.—Haven's Mental Philosophy, Haven's Science of Morals, Schuyler's Logic, Townsend's Analysis, School Laws of Indiana.

LANGUAGE.—Kidd's Elocution, Edwards' Sixth Reader, Day's Analytical Speller, Green's Common English Grammar, Day's Rhetorical Praxis, Day's English Literature, Latin and German.

GEOGRAPHY.—Guyot's Series, Guyot's Wall Maps, Allen's Map Drawing, Seavy's Goodrich's U. S. History, General History—Weber, Ancient Geography—Mitchell.

Persons desiring further information, or who may wish to register their names as students, can address Prof. J. M. Oloott, at Terre Haute, who will

also give his assistance in procuring suitable board, which can be had in private families at about \$5.00 per week. Such as desire to cheapen their expenses by renting and furnishing rooms, will also be suitably advised in reference to such accommodations.

By direction of the Board,

JOHN INGLE, Jr., *President.*

JOHN M. OLCOTT, *Secretary.*

Terre Haute, Ind., Dec. 3d, 1869.

STATISTICS.—Figures in the office of Public Instruction show the following for the State last year:

Length of term of School, four months and fifteen days.	
Pupils in Primary Schools.....	447,416
“ High Schools	12,500
Number of Male Teachers.....	6,730
“ Female “	4,274
Monthly compensation of Male Teachers in Primary Schools. .	\$37.40
“ “ “ “ High “	75.00
“ “ Female Teachers in Primary Schools... ..	28.40
“ “ “ “ High Schools.....	42.40
Total expended for tuition	\$1,686,905
Special revenue expended	1,074,707
Paid Trustees.	49,237
Total School Fund on which interest accrues ..	8,314,852
Houses built during the year ..	405
Total value of School Property	\$6,577,258

CONTRIBUTORS FOR 1870.—J. M. Gregory, LL.D., President Industrial University, Ill., on Methods of Moral Instruction; Wm. F. Phelps, President Minnesota Normal School, on School Organization and Management; Miss Grace A. King, Chicago, on Primary Drawing; Rev. B. F. Treat, on Text Bible in the Public Schools. Dr. J. A. Reubelt, Hon. Isaac Kinley, Prof. Jas. G. May, and others, will write on various topics at different periods throughout the year.

It is the intention of the editors of the JOURNAL AND TEACHER to secure articles from other able educators; and with the assistance of the teachers of the State, they hope to make their paper better than ever before.

THE STATE NORMAL SCHOOL will open January 5th. Hon. Thos. Hendricks and Hon. R. W. Thompson are expected to make addresses. Thus hope becomes fruition. After a test of twelve years by the leading educators of the State, we have one of the finest Normal School buildings in the United States. Miss Julia Newell has been elected teacher of English Language, vice Miss Meiley, resigned; and Kahe Sprague, of Chicago, has been elected Principal of the Intermediate Department. See circular.

If teachers and examiners persistently neglect or refuse to send us any news concerning their schools, we hope they will not complain if their part of the State is not noticed. We can not report what we do not know. The newspapers furnish but very little educational news, hence we must rely on teachers and school officers for the news in their localities. Please send, and if you do not desire your name to appear, you can so indicate, and your request will be granted.

PROF. ED. CLARK, Superintendent of the public schools of Aurora, Ind., has started an Educational Column in the *People's Advocate*, published at the above place. This is a move in the right direction, and we heartily say, success to the good work. Prof Clark comes to Indiana from Ohio, where he has been for several years a successful teacher in the Lebanon Normal School. We hear good reports of his success at Aurora.

MR. J. D. FOREST, of Newburg, Warrick county, writes that they have a fine new building, three stories high. Each room is supplied with good seats, maps, globes, and a "good teacher." The last is evidently best in this instance. Enrollment, 355. Some of the students are preparing for College.

A DIALOGUE.—*Trustee* to a *Teacher*.—What is your object in teaching?

Teacher.—My \$2.00 a day.

Trustee.—You ought to have higher aims.

Teacher.—I did have; I asked you \$3.00, but you would n't give it.

The *Trustee* changed the conversation. *Exeunt omnes*.

THE Indianapolis report, for November, shows: Total enrollment, 4,658; average daily attendance, 3,905; per cent. of attendance, 93; number of colored, 209.

THE Peru report, for September, shows: Enrollment, 512; average daily attendance, 457; per cent. of attendance, 94.2; visits by trustees, 27; visits by parents, 20.

THE Institute that sent up a report without naming the county whence it came, must excuse non-insertion. Said Institute was held November 8th and 12th inclusive.

GREENFIELD, Hancock county, will dedicate their new house soon by a large mass meeting. We would like to be present; we helped plan the house.

HON. RICHARD W. THOMPSON, of Terre Haute, has been appointed Trustee of the Normal School, vice J. M. Olcott, time expired. This is an excellent appointment; a man of culture, ability, and experience.

THERE are three lady students in the Medical College at Indianapolis. Prof. Ryland T. Brown has been elected to the chair of Chemistry in this College. This is a most fitting selection.

THERE are fifty students in the Law Department of the State University.

A B R O A D.

—Michigan University has one thousand students.

—Cornell University opens its doors to female students.

—The University of Virginia has recently had a gift of \$500,000.

—Professor Tabor, of Hamburg, has, it is said, invented a speaking machine.

—The library of M. Theirs, the French historian, is estimated at \$30,000.

—Mrs. E. A. Stevens has given \$30,000 to endow a chair in Princeton College.

—The translation of the Bible into the Chinese language is nearly completed.

—Wm. M. Baker, senior editor of the *Illinois Teacher*, resigned his position with the issue of the December number.

—Princeton College has decided to make Greek, Latin and Mathematics elective after the Sophomore year.—*Exchange*.

—General Lee proposes three new departments to Washington College: Agriculture, Commerce and Applied Chemistry.

—Professor J. H. Seelye, of Amherst, has declined the Presidency of Michigan University. He is the third person to whom the place has been offered.

—The Chinese school, in San Francisco, numbers one hundred and twenty scholars. They are said to learn English with great ease and rapidity.

—A. M. Hazard has given \$30,000 to endow a chair of Physics in Brown University, R. I. This, we suppose, will be called the Hazard Chair of Physics, or, for the sake of euphony, the Hazardous Chair; or, by a change of position in terms, the Chair of *Hazardous* Physics!

—A chair of Positive Philosophy has recently been established in Harvard University. In brief terms, Positive Philosophy means the philosophy of facts. It accepts nothing which can not be proved by objective facts. Thus it crowds religion on one hand and metaphysics on the other. We await results.

—Some of the English journals are considering the subject of "compulsory education." Rev. Melville and Rev. Norris in the field, *pro* and *con*. A pointed and terse review appears in the *Westminster* for October. Some time must elapse before the English school system will incorporate compulsory education—that is, attendance.

—The *Franklin Institute Journal*, of Philadelphia, is considering the subject of a new nomenclature for Chemistry. It claims that the unwieldiness of terms furnishes an argument for such change. This argument has force, when considered in connection with such words as *hypersulphamolybdate of potasse*, and *triphosphor-fluer-calcium*, &c.

—The November number of the *Massachusetts Teacher* says subscribers owe the *Teacher* \$1,000, and that the State Association, though in a better condition, financially, than it was last year, is in debt about \$1,300. Now, we are happy to tell our neighbors of the Bay State that we run our *JOURNAL*, and keep it out of debt, and have so done for seven years. Our State Association is run in the same way. There has not been a session in eight years at which the Treasurer has not reported money on hand, above all dues. If our Yankee brethren will move "der masheen" out here, we think the Hoosiers can run it *out of debt*.

CINCINNATI.—The following are the resolutions passed by the Cincinnati School Board. These make the schools as non-religious as mere resolutions can make them. But, God be thanked, mere resolutions can not extinguish religion nor silence the Bible. An injunction has been issued, and has been pleaded before Judge Storer, restraining the Board from the enforcement of these resolutions. At date of writing the decision of the Court has not been given. It is not known when it will be given nor what it will be. Be it what it may, there is a higher Court before which the Board itself (not its resolutions) will be tried. That Court is the people, and the verdict will be given when they speak in their majority at the ballot box. We believe they will say of the anti-Bible members of that Board, "Weighed in the balance and found wanting." Here are the resolutions :

"*Resolved*, That religious instruction and the reading of religious books, including the Holy Bible, are prohibited in the Common schools of Cincinnati—it being the true object and intent of this rule to allow the children of all sects and opinions in matters of faith and worship to enjoy alike the benefit of the Common School Fund.

"*Resolved*, That so much of the Regulations on the Course of Study and Text Books, in the Intermediate and District Schools (page 213, Annual Report), as reads as follows: 'The opening exercises, in every department, shall commence by reading a portion of the Bible, by or under the direction of the teacher, and appropriate singing by the pupils,' be repealed."

—J. W. Foster, in his work on the Mississippi Valley, gives the annual rain-fall at certain points as follows:

	INCHES.
Vera Cruz, Mexico.....	183.2
Astoria, Oregon.....	89.94
Mobile, Alabama.....	64.42
Cincinnati, Ohio.....	46.69
New York City.....	42.23
Fort Scott, Kansas.....	42.12
Ann Arbor, Michigan.....	28.60
San Francisco, California.....	21.95
El Paso, New Mexico.....	11.21
Fort Yuma, California.....	3 15

BOOK TABLE.

THE MISSISSIPPI VALLEY, ITS PHYSICAL GEOGRAPHY; including sketches of Topography, Botany, Climate, Geology and Mineral Resources; also, of the progress of development in population and material wealth. By J. W. Foster, LL. D., President of the American Association for the Advancement of Science. Chicago: S. C. Greggs & Co. 8vo; 430 pp. Price \$3 50.

Extending Solomon's doctrine of a "time to be born," so as to include books, it may be said with significance this book was born at the right time. The eyes of millions on two continents are on the Mississippi Valley, and all are saying, what is its soil, climate, products and extent? This volume answers these questions, not exhaustively, of course, but partially. An exhaustive would require a library rather than a volume. They are full enough for the casual reader; the geologist, mineralogist, or the specialist, will look for elaborate treatises in special departments.

The author is happy in two particulars: First, in giving prominence to the interesting topics—climate, origin of prairies, forest culture, grains, grasses, influence of climate on man, &c. Second, in a remarkably pleasing style. For a scientific work the style is unusually simple and perspicuous. In certain passages he is almost Addisonian in ease and naturalness.

Notwithstanding these excellencies, we can not avoid noticing a blemish in the use of the word "form." This is an overworked servant, being brought in wherever it is possible to make it work. It takes the place of the terms genus, species, kind, sort, class. Sometimes a noun is converted to an adjective and the word form, when the noun alone would have been equally expressive and more concise; as vegetable forms for vegetable, tree forms for trees, &c.

True, this is a small blemish—yet a blemish—and the most noticeable because occurring in a style so generally excellent.

The mechanical execution of this work is superior—paper first-class, type large and clear.

In conclusion, we venture the prediction that this book will not only be bought but read.

THE ELEMENTS OF ASTRONOMY, for Colleges, Schools and Private Students, written for the Mathematical Course of Joseph Ray, M. D. By Selim H. Peabody, M. A., Teacher of Natural Sciences in the Chicago High School. Cincinnati: Wilson, Hinkle & Co. pp. 336.

This work is characterized by the following:

1. Clearness and conciseness of definitions.
2. Simplicity, hence clearness, of illustration.
3. Beautiful and expressive diagrams.

These features alone go a long way in giving a text book on astronomy excellence. Add to these, the language is more than usually clear, rhetorically speaking, *perspicuous*—no long, involved, or a complicated sentential structure, requiring explanation.

The mathematical portion of the work is not too heavy—enough to keep the mathematician from idleness, and not enough to discourage the non-mathematically inclined. Attention has been equally divided among the various subjects—none being allowed to trench on others. Comets, irregular and lawless as they are, are kept within bounds (of 26 pages); nebulae, eclipses, tides, seasons, &c., in the same manner.

In our opinion the work will be a successful candidate for public favor.

A DRILL BOOK, for Practice in the Principles of Physiology, and of Education and Oratory. By Allen A. Griffith, M. A., author of *Lessons on Elocution*. Chicago: Adams, Blackmer & Lyon. 96 pp. Price 75 cents.

This work has many good rules, suggestions and selections. The cuts representing gesticulation, attitude, and the position of the vocal organs, will materially aid the learner. So plain are its instructions that even the inexperienced may use it with profit. This plainness is an excellence.

ELEMENTS OF THE GREEK LANGUAGE. Taken from the Greek Grammar of James Hadley, Professor in Yale College. New York: D. Appleton & Co. pp. 246. Price \$1 50.

This follows the Bullion method of all rules, principles, conjugations, declensions, &c., with no exercises in translation.

We can not approve.

BULLION'S LATIN-ENGLISH DICTIONARY is a royal octavo of 1,014 pages. It is re-arranged from Riddle's Latin-English Lexicon. This volume is convenient in form and size, full in information, containing all the words in the Latin classic authors usually read in schools and colleges. It is in excellent type, good paper and durable binding. The vowel quantities of syllables are distinctly marked. The etymology of simple, derivative words, wherever ascertained, is noted. The component parts of compound words are indicated. In the classification of meanings the proper or primary meaning is given first. These meanings are in italics and are immediately after the word, not being scattered through the illustrations. Were we beginning again our Latin course, this is just the book we should buy. Published by Sheldon and Co., 498 Broadway, N. Y.

OUR SCHOOLDAY VISITOR.

The first number of the fourteenth year and volume of this wide-awake magazine is received, and we pronounce it better than ever. The table of contents is good, and our young folks will certainly be pleased with it.

The publishers offer a beautiful steel engraving, just published, as their premium plate for 1870, entitled "Help Me Up," worth \$2.00 a copy, for twenty-five cents, to each subscriber. The terms of the *Visitor* are \$1 25 a year, or \$1 to clubs. Daughaday & Becker, publishers, 424 Walnut street, Philadelphia.

THE RIVERSIDE MAGAZINE, published by Hurd & Houghton, New York, is worthy to go into every family in the land and be read by all children. The great variety of text and illustration gives it a charm and an interest that do not die out through long acquaintance. The *Riverside* is a never-failing source of instruction to all, young and old. *History, Travel and Biography* are treated in a lively, winning way. Papers, richly illustrated, appear on Insects, Fishes, Frost, Curiosities, &c.

Hans Christian Andersen gives all his new stories first to the *Riverside*. Those who are making up their minds about the magazines they will take the coming year, should not overlook the excellencies of the *Riverside*.

THE GALAXY, during the last year, has earned a place among the best magazines published. It has extended over a wider field of literature, science and art than any other similar publication. Its variety of matter suits it remarkably to the diversity of tastes in the reading world. Entertaining, instructive and substantial, it is in every way popular and deserving. Grant White's stories alone have been worth more than twice the price of the magazine.

HARPERS' WEEKLY, New York, is so well known and thoroughly appreciated that praise, however high, would not be deemed an exaggeration. Its vigorous, scholarly editorials are fitly accompanied by some of the best illustrations of the best artists. Thomas Nast is a name that picture lovers long since learned. His war sketches won unusual praise, and will long be remembered. In every department the *Weekly* is complete—excellent articles and splendid illustrations. For the year 1870 Wilkie Collins writes a new story, entitled "Man and Wife." It is, as it claims, a "complete pictorial history of the times"—an unsurpassed family paper. Terms: One copy, \$4 for one year, or six copies for \$20.

THE TEMPERANCE SPEAKER, published by J. N. Stearns, 172 William street, N. Y., is a neat little book of speeches, dialogues and recitations suitable for a variety of occasions. Price 75 cents.

THE ATLANTIC, for December, like all others before it, is sterling in merit. It goes boldly forward in its course, maintaining a dignity and strength that few others will ever reach. Its great popularity came through the most original thinkers and best writers of our own country and Europe. Among the illustrious who will contribute hereafter, as heretofore, are Bayard Taylor, Longfellow, Bryant, Lowell, Holmes, Harriet B. Stowe, Higginson, Alice Carey, Sumner, Agassiz, Hale, Whittier, Ike Marvel, and many others. Published by Fields, Osgood & Co., 124 Tremont street, Boston. Terms: Single copy, one year, \$4, or five copies, \$16.

THE NEW YORK INDEPENDENT, as a family paper and news miscellany, has no equal. Its columns are supported by some of our most popular writers. Having reached its twenty-first birthday, it unfurls its prospectus for stronger, braver exertion. Read it.

LITTELL'S LIVING AGE is considered, on all hands, as the cream of eclectic literature. Every year it furnishes more than three thousand pages of choice reading. Its literary notices and reviews have long commanded the highest regard. Few other sources provide equal literary advantages. For years it has confessedly "stood at the head of its class." Age has only increased its vigor and enterprise. History, criticism, biography, fiction, poetry, wit, art, science, politics—everything is here. It is a mine of rich treasure to every reader. With it alone, a man would become well informed on the main problems of human life. Published by Littell & Gay, 30 Bromfield street, Boston.

THE YOUNG FOLKS, from its first day, has gradually and strongly improved in worth, until now it is the most successful publication of the kind in this country. The practical bearing of many articles has redeemed it from the criticism of "light," "trivial," "fanciful." For 1870 there are promises for yet better things, which will be fulfilled to the letter. Young people that read and presume to be intelligent can scarcely do without the *Young Folks*.

THE GERMAN ECHO. A Guide to German Conversation; or, Dialogues on Familiar Subjects, with a Full Vocabulary. Edited by James H. Worman. Published by A. S. Barnes & Co., New York and Chicago.

The author of this work very sensibly claims that the study of a grammar alone will fail to give the student a mastery of a language. We must go directly to the language itself, to learn its nature, peculiarities and

idioms. This is true of any language. The object of Americans in gaining a knowledge of the German is not so much for the sake of its literature as for its practical utility in business and social intercourse. We care not so much for its grammatical rules as for that mastery of expression which comes from the knowledge of words and familiarity with proper idioms. The author's idea is to begin with the language of common conversation, first acquiring the power to think and speak in the language, then proceed to the rules and laws. This is the common sense method. The book is prepared with great care, furnishing the student a stock of words and common idioms that will enable him to converse with ease and accuracy. The desirableness of such a book is patent to every one.

A GERMAN READER. By Prof. Wm. D. Whitney, of Yale College.

The mere announcement that Prof. Whitney has collected prose and verse for a reading book, in German, has been sufficient to awake anticipations of a work unusually good. The selections embrace some of those beautiful fables of Hans Andersen, that bear us back to the fairy land of your own childhood. There are two hundred and fifty pages of the best and most beautiful of Kfumacher, Heine, Andersen, Grimm, and others. The notes and vocabulary are wanting in the present edition, but are promised during the coming year.

THE FRONTIER SERIES, Published by Lee & Sheperd. **THE CABIN ON THE PRAIRIE**, by Rev. C. H. Pearson; **PLANTING THE WILDERNESS**, by James D. McCabe, Jr.

These are two of four volumes which comprise this series. The young folks all have great reason to thank the publishers for the attractive, entertaining books they have in time gone presented. These two are handsome enough in appearance for holiday presents.

Juvenile literature, within a few years, has become very abundant. Good books for children are a necessity, but when there are so many from which to choose, it becomes an important question what to read and what not to read. These two books are entertaining and instructive. They present faithful pictures of the life and trials of the brave men and women who drove out the savages from the great West and gave us the foundations of the homes we enjoy, and the great country of which we are so justly proud. We can not forget the daring deeds and noble sacrifices of our Western forefathers, and we are glad, indeed, that the young may learn of them and their heroism. Send to Lee & Sheperd, Boston. Price, \$1 25.

WALTON'S ILLUSTRATIVE PRACTICAL ARITHMETIC BY A NATURAL METHOD, with Dictation Exercises. Boston: Brewer & Tileston. Geo. N. Jackson, General Agent, 13 and 15 State Street, Chicago.

The plan of this book is indicated by its title. The examples are decidedly practical, and it is the most happily illustrated arithmetic we have examined. The order in which the subjects are presented is natural. The author should be commended for rejecting obsolete or useless matter and methods. The plan of reviews kept up throughout the book is highly commendable. Constant reviews are *essential*, and unless the questions are placed in the book, teachers are very apt to neglect them.

We are sorry to see a book so highly commendable in its method and its matter, marred by the frequent recurrence of "For dictation exercises, see key;" and "Note to teachers." To many this is not a fault, but to us it is.

Pupils soon get the understanding that a "Key" contains something more than "Dictation Exercises." When we went to school we did not respect

much a teacher who had to use a "Key." If the teacher used it, we were inclined to follow example. If the teacher follows the "Note," pupils say he does it because the book says so; if he chooses to pursue another plan, they say, why does he not do as the book says. In our opinion, all instruction to teachers should be placed in a separate part of the book—or better, in a separate book.

On the whole we are pleased with the book, and feel sure it will come in for a fair share of patronage if teachers will but examine it.

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Indiana School Journal and Teacher.

Vol. XV.

FEBRUARY, 1870.

No. 2.

INDIANA STATE TEACHERS' ASSOCIATION.

Proceedings of the Sixteenth Annual Session held at Indianapolis,
December 28, 29, 30, 1869.

FIRST DAY.

TUESDAY, DEC. 28, 1869.

EVENING SESSION.

The Association was called to order by Ex-President, A. C. Shortridge. Devotional exercises were conducted by Dr. R. T. Brown, of N. W. C. University. The Chair appointed Mr. Rouse, of Stockwell, and Mr. Housekeeper, of Lawrenceburg, Assistant Secretaries. A Railroad Committee was named, consisting of Jesse H. Brown, Cyrus Hodgins, and J. Townley.

On motion of Prof. Hoss, D. Graham and J. K. Waltz were appointed an Enrolling Committee. Barnabas C. Hobbs moved that two ladies be added; Miss Toby and Mrs. McRea were appointed.

An address of welcome was then delivered by Mayor Macauley, of Indianapolis, which was responded to by Prof. Hoss.

Prof. Tingley, the President elect, delivered his Inaugural Address. Jesse Brown read the programme for the next day.

Mr. Olcott moved that a committee be appointed to consider the Bible in Common Schools. Mr. Vater thought that the law made any discussion upon the subject unnecessary. Mr. Hunter thought there was danger; he said "There are schools in Indiana, where the Bible is excluded."

The Chair announced the following Committee—On Bible in Common Schools—Messrs Olcott, Gow, Vater, Hunter, Hoss.

Adjournment.

SECOND DAY.

WEDNESDAY, DECEMBER 29, 1869.

MORNING SESSION.

The Association was called to order by the President at 9 o'clock, A. M. Music by the audience, led by G. B. Loomis. Prayer was

offered by Dr. Day, of Indianapolis. The Minutes of the previous meeting were read and approved.

A. M. Gow, of Evansville, read a paper on "Relation of the State to the Religious Education of her Children."

After recess, Barnabas C. Hobbs made an announcement with regard to State Certificates. For want of time, the discussion of Mr. Gow's paper was postponed until afternoon.

Clarkson Davis, of Spiceland, read a paper on "The Dangers Incidental to Professional Life."

Mr. Olcott made the statement that the circulars of the State Normal School would be laid on the Secretary's desk.

Adjournment.

AFTERNOON SESSION.

On motion of J. H. Brown, a committee was appointed to consider the propriety, and report the expense of publishing a full report of the proceedings of this session of the Association. Committee—Messrs. Shortridge, Vater, Cooper, and Wiley.

The following Committees were appointed: *On Nomination of Officers*—by the Association—Messrs. Byers, Hunter, McRea, Misses Toby and Squires. By the Chair—Messrs. Gow, Merrill, Shortridge, Rogers and Miss Kerl.

On Resolutions—Messrs. McRea, Davis, Rippetoe, Mrs. McRea, Mrs. Rouse, and Mrs. Byers.

B. W. Smith moved that the Association return thanks to Mr. Gow for his excellent paper, and that it is the sense of the Association that the paper should be placed in a more permanent form for circulation.

The Ladies' Journal, a paper containing miscellaneous articles, was read by Mrs. Byers, of Terre Haute.

The President read a communication from Messrs. Douglass & Conner, inviting the members of the Association to visit the *Journal Building*. The Association accepted the invitation, and designated 4 o'clock as the hour to make the visit.

On motion of W. A. Bell, Mrs. J. H. Jones, of Newport, Ky., read a paper on "Primary Instruction." The paper was discussed by Prof. Moore, of Richmond, B. W. Smith, and J. M. Olcott, of Terre Haute.

Adjournment.

EVENING SESSION.

The Evening Session was opened with music by Prof. Black's class.

A discussion of "The Needs of Institute Work," was introduced by D. E. Hunter, of Peru.

Mr. May, of Salem, related his experience in Institutes.

Music by Prof. Black and class.

Hon. E. E. White, of Ohio, then addressed the Association on "The True Criterion of School Education."

Mr. Olcott offered the following resolution, which was adopted:

Resolved, That this Association, by a rising vote, return to the Hon. E. E. White, of Ohio, their sincere thanks for the eloquent, elevating

and exhaustive lecture upon "The True Criterion of School Education," to which we have listened with so much interest and pleasure. The Executive Committee announced the programme for the next day.

The following telegram was read by the President:

The teachers of Illinois send greetings to their brethren of Indiana, commending to them their brother, theirs and ours, William A. Jones.

GEO. HOWLAND, *Pres.*

J. V. THOMAS, *Sec'y.*

Adjourned.

THIRD DAY.

THURSDAY, DECEMBER 30, 1869.

MORNING SESSION.

The Association was called to order at 9 o'clock by President Tingley. Music by the Association. Devotional exercises were conducted by Dr. Holliday, of Indianapolis. The minutes of the preceding day were read and approved. W. A. Jones, President Elect of the State Normal School, read a paper on "The True Idea of a Normal School."

Mr. Olcott proposed that the following telegram be sent to the Illinois State Teachers Association: "We have received your telegram and your fellow-citizen and co-laborer, Mr. Jones, with pleasure. Welcome, thrice welcome the strong professional laborer of your noble State!"

Mr. Jones's paper was discussed by Barnabas C. Hobbs.

Jesse Brown nominated as a committee to assist the editors in taking subscriptions for the School Journal: Messrs. Rogers, Smith, Wiley, Cooper, Housekeeper.

After recess, Dr. Brown moved that all discussions and speeches, except the papers, be limited to five minutes.

Mr. Mills moved that the paper of W. A. Jones be put in pamphlet form that it may have a wider circulation. Mr. Mills withdrew his motion when Mr. Shortridge announced that he thought arrangements could be made to publish all the proceedings of the Association.

Joseph Moore, of Earlham College, read a paper on "The Bible shall not be excluded from the Public Schools of the State."

The discussion of the paper was postponed till afternoon.

A. M. Gow, of Evansville, offered the following amendment to the Constitution:

Resolved, That the Constitution of this Association be so modified that at the next meeting of the Association a nominating committee shall be constituted, which shall consist of one member from each congressional district of the State.

Resolved, That each member of the committee shall be nominated by some member from each district, and when they are so nominated they shall be confirmed and approved by the Association. If any

district has no representative in the Association, that district shall not be represented on the committee.

Resolved, That said committee shall nominate the officers for this Association, and that said nominations shall be subject to confirmation by the Association, when reported by the committee.

Adjournment.

AFTERNOON SESSION.

A. C. Shortridge, from the Committee on Publication, reported the following, which was received:

Your committee, appointed to consider the propriety, and report the expense of, publishing the full proceedings of this Session of the Association, including all papers and addresses, has discharged its duty, and beg leave to report that the proprietors of the School Journal and Teacher will publish the same in the February number without any expense to the Association.

A. C. Shortridge, on behalf of the Committee on Publication, offered the following recommendation, which was received:

The committee recommend that the proposition of the publishers of the Journal and Teacher be accepted, and that copies of all papers and addresses be requested for the above purpose.

A paper on "The Duties of Teachers with regard to Temperance" was read by Dr. Brown.

W. D. Henkle, of Ohio, favored the Association with a short speech.

Mr. Hobbs made a few remarks about changing school-books, and the work of book-agents. He thought the Township Trustee, the School Examiner, and the Teachers should resolve themselves into a committee to protect the public.

The Committee on Resolutions reported the following, which were adopted:

Resolved, That we congratulate the people of Indiana on the erection of the Normal School Building, and the selection of a Faculty of Instruction for the school, prepared to enter vigorously and efficiently on the great work of training teachers for the schools of the State.

Resolved, That we recognize as a sign of progress the provision made by the last session of the General Assembly for the education of colored children, and that we will rejoice in the day when all the Common Schools shall be, in fact, free, and equally open to all, without regard to color.

Resolved, That the thanks of the Association be tendered to the officers for the able and impartial discharge of their duties; to the congregation of the First Baptist Church for the use of their spacious rooms; to the several railroads centering in the city, and to the other railroads granting free passes; to the hotels and boarding houses for reduced rates; to the citizens for their generous hospitality; to Prof. Black and class for the enlivening strains of music; to the city and other papers for publishing proceedings.

The President announced the election of officers next in order.

When it was found that the ticket contained the name of but one person as a candidate for President, Dr. Brown moved that D. E. Hunter's name be added that there might be a choice between two persons.

Cyrus Smith said it was contrary to the Constitution.

The Chair decided that it was admissible.

T. J. Vater appealed from the decision of the Chair, because he considered such a movement irregular.

The Association sustained the Chair, and D. E. Hunter was considered a candidate.

The members of the Association proceeded to prepare their votes.

The remaining portion of the Ladies' Journal, by the teachers of Terre Haute, was read by Mrs. Clark of that city.

Mr. Olcott, Chairman of the committee appointed to consider the Bible question, offered the following, which were unanimously adopted :

WHEREAS, Efforts are being made in some localities to exclude the Bible from the Common Schools; and,

WHEREAS, The fundamental principles of our State and National Governments are the outgrowth of Christian civilization, and any movement that may tend to alienate the people from the love and enjoyment of moral and religious truth, so much endangers the advancement of science, literature, and all that is best in human culture, we feel that it is due to the interests of the common cause of education, that the expressed opinion of this Association upon this subject be given to the public; therefore,

Resolved, That the Bible is an educational instrumentality of such force that no teacher can afford to do without it; and it is to be devoutly hoped that the time will never come when the people will consent to have it banished from the school-room.

Resolved, That we have witnessed, with sorrow and regret, the action of the School Board of Cincinnati, in excluding the Bible from their schools.

Resolved, That we indorse the sentiment of the papers bearing upon this subject, read before the Association by A. M. Gow, of Evansville, and Prof. Moore, of Earlham College, and that we respectfully suggest that the same be published for general distribution.

Resolved, That we heartily indorse the present school laws of Indiana bearing upon this subject, and in particular, that clause which declares "the Bible shall not be excluded from the public schools."

Resolved, We hold that the best organized governments and the best modeled social compacts testify conclusively, that there is no sound and enduring morality without religion, and that the Bible, which is the only true standard of either, is a "religious, but not a sectarian book."

J. M. OLCOTT, A. M. GOW, D. E. HUNTER, GEORGE W. HOSS, THOS. J. VATER, *Committee*.

Adjourned.

EVENING SESSION.

The Session was opened with a duett by Prof. Black and Mrs. Halford, both of Indianapolis.

Miss Carrie Sharp, of Fort Wayne, read an Essay on "The Influence of Teaching on the Teacher."

By invitation, Mr. Tinkham, of Boston, recited a poem called "Charcoal."

Hon. Newton Bateman, of Illinois, then addressed the Association on "The Problem of Education."

Before commencing the address, he said that he was charged with the kind wishes and a Happy New Year from fellow teachers in Illinois.

The Association tendered to Hon. Newton Bateman a vote of thanks for his scholarly and able address.

Mr. Gow called up the proposed amendment to the Constitution.

After some discussion, Mr. Hunter moved that the question be referred to a committee of five, to report at the first session of the next meeting.

The Chair appointed Messrs. Gow, Hunter, Bell, May and Hoss.

The following was announced as the result of the election of officers:

President—D. E. Hunter, of Peru.

Vice Presidents—A. M. Gow, Evansville; W. J. Button, Indianapolis; H. S. McRea, Muncie; Jesse H. Brown, Richmond; A. C. Shortridge, Indianapolis; Miss Nebraska Cropsy, Indianapolis; Miss Ruth Morris, Terre Haute.

Secretary—John Cooper, Dublin.

Treasurer—W. A. Bell, Indianapolis.

Executive Committee—J. T. Merrill, Chairman. Committee—E. P. Cole, Bloomington; David Graham, Rushville; G. I. Reed, Peru; Miss Mary Hadley, Parke County; Miss Myra Baker, Vincennes; Mrs. H. S. McRea, Muncie.

The Treasurer, Thos. Charles, made his report, which was adopted, as follows:

Balance of cash on hand after paying the expenses of last meeting.	\$ 90 14
Amount received from membership fees this session	120 50
Received as interest for money loaned the past year	15 00
Total.	\$225 64
Expenses of stationery, &c., up to the present time	2 75
Balance on hand	\$222 89
Notes on hand secured and drawing interest at ten per cent.	152 10
Total assets of the Association	\$374 99

Prof. Hoss offered the following resolutions:

Resolved, That the principles of temperance should be taught in the public schools.

Resolved. That, in our opinion, there is a demand for a Primary Text Book on Physiology, presenting more fully than any present work extant, the evil effects of alcohol on the human system.

A lady proposed an amendment by introducing the word tobacco, in connection with alcohol. The amendment was received and the motion unanimously adopted.

Mr. Bell offered the following resolution, which was adopted:

Resolved, That we tender to Messrs. Douglass and Conner, the editors of the Indianapolis Daily Journal, our hearty thanks for the kind invitation to visit their establishment, and for their successful efforts to make our visit pleasant and profitable.

Mrs. Halford sang "The Last Rose of Summer."

Mr. Tinkham read "Little Susie's ride in the Moon."

The time and place of holding the next meeting was left in the hands of the Executive Committee.

E. E. White invited the members of the Association to attend the Ohio State Association to meet in July next.

On motion, the invitation was accepted.

The Enrolling Committee reported 468 names.

On motion, the Association adjourned *sine die*.

ELIZA C. CANNELL, Secretary.

The following are the papers read before the State Teachers' Association, December 28, 29, and 30, 1899.

"THE RELATION OF THE STATE TO THE RELIGIOUS EDUCATION OF HER CHILDREN."

By A. M. Gow, *Superintendent of Public Schools of Evansville.*

THE States of this Union, with the exception of Louisiana, in which no mention is made of the subject, agree in their several constitutions, in declaring the greatest freedom of the citizen, in regard to holding and expressing his religious convictions. We shall quote, from the Constitution of the State of Indiana, what relates to the subject, not only because it may serve as a sample of the universal expression of religious toleration in the fundamental laws among the States, but also that we may learn something of the construction put upon these clauses by the law-making powers.

The preamble to the Constitution is as follows:

"To the end that justice be established, public order maintained, and liberty perpetuated, We, the People of the State of Indiana, grateful to Almighty God for the exercise of the right to choose our own form of Government, do ordain this Constitution."

The 1st Article embraces the "Bill of Rights":

"SEC. 1st. We declare that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that all power is inherent in the people; and that all free governments are, and of right ought to be, founded on their authority and instituted for their peace, safety and well being. For the advancement of these ends, the people have at all times an indefeasible right to alter and reform their government.

"SEC. 2. All men shall be secured in their natural right to worship Almighty God according to the dictates of their own consciences.

"SEC. 3. No law shall in any case whatever control the free exercise and enjoyment of religious opinions, or interfere with the rights of conscience.

"SEC. 4. No preference shall be given by law to any creed, religious society, or mode of worship, and no man shall be compelled to attend, erect or support any place of worship, or to maintain any ministry against his consent.

"SEC. 5. No religious test shall be required as a qualification for any office of trust or profit.

"SEC. 6. No money shall be drawn from the Treasury for the benefit of any religious or theological institution."

We are told "that the powers that be are ordained of God." If so, our State must be a divinely commissioned institution. This idea of a sovereign State is one indigenous to American soil. These governments are not made for the perpetuation of hoary systems of robbery and wrong; for the support and sustenance of a royal dynasty which may have neither the head to appreciate, nor the heart to feel for a nation's wants or woes except as they affect its own. Ours is made by the people for the people, and it performs its highest functions when it preserves and protects the lives and the liberties of the citizen, and secures him the greatest happiness and enjoyment in the possession of his rights. While reverently thanking Almighty God for enabling them to form a government of their own to promote their own welfare, they announce the principle of religious toleration in its broadest application.

Another principle which is recognized by all who are intimately acquainted with our system of State policy, is that in proportion as our people are educated will our government be productive of the greatest blessings to the people, and give promise of perpetuity. To this end schools have been established and institutions endowed all over the land. These are the common property of the people—their representatives established them with all the authority and force of law, and money is drawn from the public treasury to endow them. Not only are public schools—ranging from the district school to the university—established for the children of all, but special schools are established for the special wants of certain classes of her children, as the Reform School and schools for the deaf and dumb and the blind.

But in view of the several clauses quoted from our Constitution in relation to religious toleration, and also in the fact that every system of morality is founded upon some system of religious faith, the question may be asked, which is the topic of our address, *what, then, is the relation of the State, as manifested in these institutions, to the religious culture of her children?*

Perhaps we may gather from some of our statutes what the opinions of our law-makers are upon this subject, since they are representatives of the people, and are sworn to legislate, subject to the restrictions imposed by the Constitution of the State. From the law establishing a Reform School, approved March 8, 1867, we gather the design of the Institution. In prescribing the duties of the Superintendent, Section 7 reads in part as follows: "We shall employ such methods of discipline as will, as far as possible, reform their characters, preserve their health, promote regular improvement in their studies, trades and employments, and secure to them fixed habits of industry, *morality and religion.*"

Again, we find in the List of Annual Appropriations \$800 applied to the payment of a *moral instructor* for each of those sad schools in which children of older years are placed, not entirely for their own improvement as for the security of society itself. From this it appears that instruction in morality and religion is provided for the children of the Reform School, and that moral instructors are paid from the public Treasury, for the benefit of the inmates of the State Prisons. But what *religion* is this thus introduced into our State Institutions? And what system of morality is this that we should pay for it from the public purse?

A further investigation enables us to answer that question in the language of the Legislature itself. The 167th Section of the Common School Law says, "The Bible shall not be excluded from the public schools of the State." This, then, is the interpretation given by the Legislature to the Constitution, that the "morality and religion" to be imparted to the children of the State be the morality and religion of the Bible—the "Ten Commandments" and the "Sermon on the Mount." But the question may arise, Which of the Bibles this recognition of the State includes? The answer to this question is found in the interpretation given it by almost, if not all the cities and towns in the State, and is substantially expressed as follows:

"The morning exercises in each school room shall commence with reading the Scriptures, without note or comment, by the teacher, by repeating the Lord's prayer, and by appropriate singing."

From these citations we are authorized to declare, that while the citizen is guaranteed the greatest liberty in the enjoyment of his religious convictions; while he is free to think, and speak, and publish his views, and worship or not worship God, as he may choose; while he is not obliged to patronize or support any religious society—he is nevertheless a member of a government which relies for

its safety and perpetuity upon the intelligence and morality of its people; a government which recognizes the necessity of establishing schools to secure that intelligence and morality which derive their sanction from the Bible, which Bible, without note or comment, shall not be excluded from the common schools. This is the substance of our bill of rights, and the laws by which it is interpreted. This is the guaranty given us that this is a Christian State.

The Constitution in the bill of rights of Ohio declares that, "Religion, morality and knowledge being essential to good government, it shall be the duty of the General Assembly to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode of public worship, and to encourage schools and the means of instruction." And the same interpretation has been given to it that has obtained in Indiana, for in her excellent schools the Bible, without note or comment, has been read since the organization of the State. It has recently been decreed by the Board of Education in the City of Cincinnati that this American idea of toleration was subversive of the rights of conscience, and accordingly they adopted the following expression of this decree:

"Resolved, That religious instruction and the reading of religious books, including the Holy Bible, are prohibited in the common schools of Cincinnati, it being the true object and intent of this rule to allow the children of the parents, of all sects and opinions, in matters of faith and worship, to enjoy alike the benefit of the Common School Fund.

"Resolved, That so much of the regulations on the course of study and text books, in the Intermediate and District schools, as reads as follows: 'The opening exercises in every department shall commence by reading a portion of the Bible, by or under the direction of the teacher, and appropriate singing by the pupils,' be repealed."

It becomes us now to review our position, to examine the arguments on which it is based, in order to ascertain whether, for these long years, the people of Indiana have misunderstood the principles of liberty upon which our government is founded. If we have been right in the past, the right must be maintained; if investigation shall prove the interpretation given our Constitution to be wrong, then we must manfully change our educational policy.

If we in Indiana shall adopt the Cincinnati rule and exclude the Holy Bible, religious instruction, and religious books, and songs of praise from our common schools, then, for the same reasons, we must exclude them from all the institutions established and supported by the State.

It is a painful truth to acknowledge that by the census of 1860, taken ten years ago, there were more than 62,716 white persons, above the age of 21 years in this State, who could not read or write. It is fair to suppose that a very large portion of these illiterate people are parents, rearing a horde of ignorant, and for the most part vicious, children. The greater part of these parents have little regard for education, and still less for religion. To say they have any religious

convictions that would be interfered with by their children hearing the Bible read, and in singing school songs of praise, is simply an absurdity. A large part of these children would never hear the name of God, except in profanity, unless they should hear it in these schools, whose very object and aim is to make them intelligent and virtuous. It is true that in a great many schools there is now no recognition of God; there is no Bible read and no song of praise sung. This is because unsuitable teachers are employed, and the communities are indifferent to the subject; but when this regulation is adopted, repealing the Bible clause of the school laws, then, neither teachers, nor communities will be permitted to introduce anything of a religious nature into the school, as there would always be some one who would demand its exclusion.

The 12th Section of the law establishing the Indiana State Normal School reads that "a high standard of Christian morality shall be observed in the management of the school, and so far as practicable, be inculcated in the minds of the pupils; yet no religious tenets shall be taught." From what source shall "the high standard of Christian morality" be derived, except from the Bible? But pass this Cincinnati resolution and no Bible, no God, and no teaching of Christian morality, shall be permitted in this institution, intended as a seminary for those who shall be specially fitted to teach the children of the State. What system of mental and moral philosophy shall be introduced into the Normal School and the State University? Does not this law preclude these studies entirely? A mental and moral philosophy cannot be taught unless it is based on some system of religion, and if "the high standard of Christian morality" be excluded then these studies must be expurgated from the catalogue.

Where in all the world, except in Christian lands, do we find the ingenuity of man taxed to supply, by happy compensations, those defects which render some classes of persons a burden upon the community. What is sadder to contemplate than a poor child deaf and dumb, or blind, shut out by misfortune from so many of the avenues to independence and happiness; but that sadness is turned to joy and admiration when we see what Christian philanthropy has done for the amelioration of these classes. Here we are reminded of an incident which occurred at an examination of the deaf and dumb. Among many questions proposed and answered, upon a variety of topics, a visitor asked a beautiful little girl, in writing, "Why were you born deaf and dumb?" A sweet smile of Christian faith and resignation illumined her countenance, when taking the chalk, she wrote "even so, Father; for so it seemed good in Thy sight." But pass this Cincinnati resolution, and you substitute for faith and hope, derived from the precepts of the Great Teacher, who spake, as never man spake, the miserable consolations of a blind and cruel fate. Pass this and you seal the mind, for the lips are already mute, to any consciousness or recognition of "Our Father which art in heaven;" pass this resolution, and the delicate touch of the blind

no more reveals the beautiful story of those who, sitting by the wayside, cried out, to the great Physician, who with the multitude was passing by, "Have mercy on us, O Lord, thou son David."

From the report made to the Legislature, by the Superintendent of the State Reform School, to which some allusion has already been made, we gather that there were 112 boys admitted to the institution between the ages of 4 and 20. Of these 57 are of American parentage, including 7 negroes, and 55 of foreign parentage, 30 being of Irish extraction. "These boys," says the Report, "are generally the representatives of the greatest possible variety of crimes and vices," and are committed to the school because all the ordinary processes of reformation are unavailing to restrain them, and make them good members of society. They represent many different forms of parental government and misgovernment. They are sent here to be trained "in habits of industry, morality and religion." According to the Superintendent, "the simple truths of the gospel, as taught in the Holy Scriptures, are the great and essential elements for changing the heart and purifying the life and habits of those who have been living in sin, and ignorance of their duties to God and their fellow men." For this reason "every day is opened and closed by reading a portion of the Holy Scriptures, followed by prayer, by the teacher, at the close of which the boys unite, (being led by the teacher,) in repeating the Lord's prayer." As an illustration of the practical success of this system of instruction we quote further: "Of the 10 boys who were received from the Northern Prison (to which they had been sentenced upon conviction of crimes, before the Reform School was erected), seven are perfectly trusty, and can be sent to any place upon our farm of 223 acres, with perfect safety. Another of the ten died in the triumphs of faith in Christ, with a prayer upon his lips, for the salvation of all the boys who remained in the institution. This boy, when he was received, was one of the worst, and his conversion was one of the strongest evidences that the love of Christ can reach the heart of the vilest sinner. He looked upon the institution as the instrument of his conversion, and was thankful to the Providence that had placed him within its influence."

Pass the Cincinnati resolution, whose "true object and intent is to allow the children of the parents of all sects and opinions, in matters of faith and worship, to enjoy alike the benefits" of this Reform School, and what becomes of it as a reformatory influence? Banish its Bible, silence its prayers, and let no song of praise arise within its walls. lest the consciences of the parents may be wounded by the desecration, and some of the boys, those little Arabs of society, become perverts from the faith of their fathers. This is one of the schools of the State, managed by its officers, supported by its funds, and protected by its Constitution. When this reform commences it will not stop with the common schools, for the principle once established, includes every institution under State control.

Nor does the reform end here. All our school books must undergo

the process of expurgation, for there is not a series of school readers of which we know anything that is not permeated through and through with religious teaching—the teaching derived from the word of God. Our school libraries and our Township libraries must undergo a thorough revision to sift from our literature any and everything which may be claimed as offensive to the religious convictions of any. Then again, our histories must be rewritten in order that the cruel wrongs, the savage enormities, the heart rending abuses perpetrated by those who professed to be the followers of Christ, whether Catholic or Protestant, may be covered up and concealed. “Matters of faith and worship” are involved in the history of every Christian nation. Shall history be falsified, or its pages blotted out because it reveals fearful crimes, committed and sanctioned in the name of religion? Shall national disgrace and public dishonor be cloaked over, and the wickedness of cruel and ambitious men pass into oblivion; or shall they be made to serve the true purpose of history, and prove that “righteousness exalteth a nation, and sin is a reproach to any people?”

The voice of history must be stifled when it treats of the expulsion of 80,000 Jews from Spain; of the massacre of the Huguenots in the terrible night of St. Bartholomew; of the wild revels and frantic orgies of those who defied the Goddess of Reason; of those who persecuted the Baptists and the Quakers and burned the witches; and of those who, until to-day, have held Ireland in bondage because at the mention of each of these events the cheeks of Catholics, of Infidels, and of English Protestants and American Puritans, alike are mantled with conscious shame! The Bible is a veritable history of men and things, as it details events as they were and exhibits character in its true light. Noah became drunken and disgraced himself, Abraham lied, Jacob was a base deceiver and supplanted his brother, David committed adultery, and Solomon became a worshiper of the Gods of the heathen. Yet our histories must not treat of Leo the X, of Charles the V, of Tetzels and Martin Luther, of the Duke of Alba, of Henry the VIII, and Mary and Elizabeth, of Cromwell, of John Knox, of Mary Stuart, and of the Puritans, because we can neither deify them nor make them demons.

But it may be said that we are setting up a frightful man of straw, to have the pleasure of knocking him down. No, we are not; for once establish the principle that our school books must not conflict with the religious convictions, as to faith and worship of any person who has a child in school, and we must be driven to this extremity. Nor are we without an illustration of the argument, for from a mistaken view of measures, adopted for the sake of peace in New York, page after page of biography, history and poetry have been obliterated from reading books, yet in existence, because they were not in accordance with the views of certain persons, who demanded their expurgation. This is only one of a series of steps to which reference

will shortly be made, all having for their object the destruction of the American system of common schools.

We advocate the system under which Indiana has grown to be what she is, because her civilization is derived from Christianity. The opponents of Christianity are loud in their praises of the systems of ethics, founded in the writings of the sages of India and China, of Greece and of Rome. It is true that much that is good and wise and true may be found in their teachings, but if we judge of the good by what has been accomplished, surely no people have made such progress during the last thousand years, as those which have been under the influence of Christianity. In the discussion of this subject by the Radical Club, of Boston, some of the members were disposed to give equal credit to the civilizing influences of other systems of philosophy or religion, when Wendell Phillips closed the discussion by the following expression of his views: "He thought the human race never reached such a plane as Europe stood upon to-day, and that, therefore, he claimed that no religion had ever done for the world what Christianity had done, or had ever given us that key to human nature which it had given us, consequently no one of them could claim to stand anywhere near it." He might have gone further; he might have claimed what is equally true, that as Christianity is based upon the Bible, those countries are the freest and most prosperous in proportion to their religious toleration, and the freedom enjoyed in the dissemination of the Holy Scripture. A comparison of Austria with Prussia, of Italy with Germany, of Spain with England, and of the United States with any of them will demonstrate our position.

And here you will note an important difference between our system and that of any country in Europe. Every country in Europe has its religious establishment; that is some union of Church and State, more or less binding upon the subject. There the State is called in to assist the church in various ways to maintain its domination over the minds and hearts of men. How different in this land! If Christianity is a power in this land, it is because its inherent, intrinsic truths are impressed on the consciences of the people. Those truths are gathered by a free press and an unrestricted pulpit which derive their inspiration from the open Bible. Toleration, primarily a social and practical necessity in this country, has now become a principle, and nowhere is this principle so happily and beautifully inculcated and illustrated, as in our public schools.

Had we time, we might quote pages of wisdom from learned and christian men, both patriots and philosophers, to prove the necessity of a nation's duty in the inculcation of christian morality. We might quote from Guizot of France, Bismark of Prussia, Macauley and Lord Brougham of England. Our own literature is filled with the sentiments of our own philosophers and statesmen upon this subject. In his Farewell Address, he who was styled "first in war, first in peace, and first in the hearts of his countrymen," has left us

much, but nothing that is more valuable to the nation than this: "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism who should labor to subvert these great pillars of human happiness, these purest props of the duties of men and citizens. * * And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle."

But we are not left to the mere opinions of men, as found in their writings. We have the sentiments of the fathers and framers of our government embodied in the statutes of our land. These are the fundamental principles upon which our system is based, by the authority of law. The following preamble and resolutions were passed by Congress as early as October 12, 1778:

"WHEREAS, True religion and good morals are the only foundations of public safety and happiness—

"Resolved, That it be and it is hereby earnestly recommended to the several States to take the most effectual means for the encouragement thereof, and for the suppressing * * such diversions as are productive of idleness, dissipation, and a general depravity of principles and manners, a day of fasting and prayer to God that (among other things) it may please him to bless our schools and seminaries of learning, and make them nurseries of true piety, virtue and useful knowledge."

The celebrated ordinance of 1787, for the government of the Territory north-west of the Ohio river, which includes the State of Indiana, confirmed the provisions of the land ordinance of 1785, which granted the sixteenth section of every township for the maintenance of public schools. Among other provisions in this famous enactment to which we citizens of Indiana owe so much of their prosperity and happiness is this, that "Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." The policy thus wisely inaugurated has been pursued by the Government to the present time, until 50,000,000 of acres of the public domain have been granted for educational purposes, together with five per cent. of the net proceeds of the sales of all public lands in each of the States and territories in which they are situated. If it would not be inappropriate, we would stop just here to inquire what religion was it that these men wished to be taught in these schools thus munificently provided for?

But it may be said that this dedication of the public lands was made before the present Constitution was adopted, and that these expressions are not to be found in our fundamental law. It is only necessary to say that the principles of that celebrated ordinance have been affirmed again and again by Congress.

In the commentaries of that eminent patriot and jurist, Judge Story, upon the Constitution of the United States, he uses these emphatic words:

"The right of a Society or Government to interfere in matters of religion, will hardly be contested by any persons who believe that piety, religion and morality are intimately connected with the well being of the State, and indispensable to the administration of civil justice. * * It is indeed difficult to conceive how any civilized society can well exist without them; and, at all events, it is impossible for those who believe in the truth of Christianity as a Divine Revelation, to doubt that it is the special duty of Government to foster and encourage it among all the citizens and subjects. This is a point wholly distinct from that of the right of private judgment in matters of religion, and of the freedom of public worship according to the dictates of one's conscience." Again he says: "It is notorious that even to this day, in some foreign countries, it is a crime to speak on any subject, religious, philosophical or political, what is contrary to the received opinions of the Government or the institutions of the country, however laudable may be the design, and however virtuous may be the motive. The Bible itself, the common inheritance, not merely of Christendom but of the world, has been put exclusively under the control of Government, and has not been allowed to be seen or heard or read, except in a language unknown to the common inhabitants of the country. To publish a translation in the vernacular tongue has been, in former times, a flagrant offense." We ask again, must our children be interdicted religious, and philosophical, and political knowledge in our public institutions because such teaching is contrary to the conceived opinions of some class of objectors upon some topic involving faith and worship? According to Judge Story, our Constitution does not require or permit any such interdiction.

Mr. Webster, in the argument on the Girard Will case, involving the question we are considering, says: "It is all idle, it is a mockery, and an insult to common sense, to maintain that a school for the instruction of youth, from which Christian instruction by Christian teachers is sedulously and vigorously shut out, is not delictical and infidel, both in its purpose and its tendency. I insist, therefore, that this place of education is, in this respect, derogatory to Christianity, in opposition to it and calculated to subvert or to supersede it."

And now for nearly a century we have tried our system of Government, maintained and extended our public institutions of learning, preserved our free speech, promoted our free press and disseminated our Bible in the language of any who wish to read it. Although a century is a short period in the life of a nation, we may possibly be permitted to take a survey of our progress. From thirteen feeble colonies, embracing 3,000,000 of people, we have now a domain extending from ocean to ocean, embracing 40,000,000 of people. Time would fail to tell of the triumphs of this nation, in all

that makes a nation glorious, and lest we be accused of the egotism which is said to be a characteristic of Americans, we shall delegate to others than Americans the eulogium we feel to be our due.

The Rev. James Fraser, a graduate of Oxford University, an ordained minister of the Church of England, was commissioned to investigate the institutions of learning in the United States and Canada during the summer of 1865. His report, embraced in an 8vo volume of 435 pages, was presented to both houses of Parliament, by command of Her Majesty, the Queen. As might have been expected, the subject was investigated with great care and thoroughness. It is sufficient for our purpose to quote the conclusion of the Report on the United States. He says: "It is no flattery or exaggeration to say that the Americans, if not the most highly educated, are certainly the most generally educated and intelligent people on the earth."

Mon. E. de Laveleye, in a series of essays in a prominent Parisian journal—the leading literary journal of France—upon the educational systems of modern society, points out a fact of which we may be proud, that the United States is one of the four nations of the world of which it may be said the citizens know how to read. The others are North Germany, Norway and Switzerland. We would call attention to these as free school, free bible countries. Of the United States he remarks, "It is not simply true that every one knows how to read, but every one does read for the purposes of instruction, entertainment, participation in public affairs, direction of labor, gaining of money, or investigation of religious truth. The American Union, in consequence, uses up as much paper as France and England combined." This general love of reading he attributes to the common schools, as follows: "Free to all, open to all, receiving upon its benches children of all classes and all religious denominations; it obliterates social distinctions, deadens religious animosities, roots out prejudices and antipathies, and inspires in all a love of their common country, and a respect for free institutions."

Mon. Alexis De Tocqueville, a member of the Institute of France, and of the Chamber of Deputies, visited this country to examine carefully and philosophically the details of our civil, social and religious life. The results of his investigations are combined in a large work which has passed through a great many editions. As Mon. De Tocqueville was a Roman Catholic, his statements in regard to educational and religious influences will carry additional force.

"The Americans combine the notions of Christianity and of liberty so intimately in their minds, that it is impossible to make them conceive the one without the other; and with them their conviction does not spring from that barren traditional faith which seems to vegetate in the soul rather than to live."

"In the United States, the sovereign authority is religious, and consequently, hypocrisy must be common; but there is no country in

the whole world in which the Christian religion retains a greater influence over the souls of men than in America, and there can be no greater proof of its utility, and of its conformity to human nature, than that its influence is most powerfully felt over the most free and enlightened nation of the earth. There is certainly no country in the world where the tie of marriage is so much respected as in America, or where conjugal happiness is more highly or worthily appreciated. In Europe almost all the disturbances of society, arise from the irregularities of domestic life. As for myself I do not hesitate to avow that although the women of the United States are confined within the narrow limits of domestic life, and their situation is in some respects one of extreme dependence, I have no where seen women occupying a loftier position; and if I were asked to what the singular prosperity and growing strength of that people ought mainly to be attributed, I should reply—to the superiority of their women."

And now you will pardon me if I summon one more witness to the stand. He comes from a foreign land and gives no uncertain testimony. He says, "The foundation of your people is the Bible, the book that speaks of God, the living word of Jesus Christ. In an admirable manifesto from your President (alluding to the Thanksgiving Proclamation) there shines through his words the Christian faith. A belief in Jesus is at the root of this nation. May Jesus Christ protect your country, and develop old Europe, preparing amid strife, unity, and religious and material prosperity; and when I return I shall tell Europe that I have found here liberty, associated with Christianity, and have been among a people who do not think that to be free they must be parted from God."

We thank thee for that kind utterance, most eloquent Hyacinthe, the more, as it comes from one whose spirit impels him to assert his manhood, in spite of the trammels which threaten to overwhelm him. May he carry back to Europe that courage and strength which will give hope to the despondent, help to the oppressed and true liberty to all.

If these fruits are the result of our American system of government, if this education is the result of our schools, is it wise policy to adopt any other system? It might be desirable to introduce some new system of religious government and of education into the governments of South America and Mexico, in order to bring them abreast of the civilization of the age; but we shall hardly consent to any policy which shall reduce this nation to their condition, and we know of no policy which would so surely produce that result as the change proposed in our educational system.

Without intending to be invidious, we shall use a classification already adopted for those who are specially interested in this question. On one side are found Americans whose faith is unabated in the system of education we have enjoyed for a century; and on the other hand are arrayed some Jews—some Nullifidians, if that shall

prove a more agreeable term than Freethinker, or Infidel, or Atheist, or Deist, for we do not wish to use any term or argument that shall give offense to individuals. We are defending our American system, and if in turn we attack any other system it is not for the sake of giving pain to individuals, but for the sake of arriving at and maintaining the truth. Toleration is our watchword; we are not willing to give more than we are willing to take, and vice versa; this is our idea of liberty. The third class of the opposition is the Roman Catholic Church. As the question is discussed by these parties from several stand points, it may facilitate the discussion to separate the question.

For eighteen hundred years the Jews have been the most remarkable race, and have maintained the most remarkable relations to other nations, of any people in the world. Without a country they could call their own, without a Sanhedrim, and without a flag, they have maintained their place as a distinct and peculiar people. Since "the scepter departed from Judah and a law-giver from between his feet," they have been pulled and stricken and despoiled. They were recognized by mankind only as a people who had no rights they were bound to respect. They were robbed, persecuted and exiled without restraint and with no hope of redress. Christian, Mohammedan and Pagan emulated each other in their persecution of this despised race. Encouraged and patronized at one period and in one land, they only amassed wealth to become a prey to those who had the power to drive them out to secure their spoil. Amid all this persecution they have preserved their law, their faith and their worship. They have founded schools, amassed wealth, increased commerce and developed resources that seem incredible. Many of this race have become eminent for talents and learning, even under the most adverse circumstances. This people are among us a connecting link between our civilization and that of the earliest of which we have record. It is a remarkable fact that the only land which has afforded a safe and permanent home to the Jew is our own. Under our system he has never been abused nor robbed. Every avenue of wealth, education, social or civil distinction has been open to him as to any citizen of any race.

This is one of the proud boasts of our civilization that here, at last, the Jew has found a resting place. No other nation can boast of such a record, and this toleration is the result of the American system of Christian education. As a people the Jews have no sympathy with those who would disturb this system. As religionists they are divided in both faith and worship. The orthodox Jew cherishes a rigid regard for the language of the law, and still has a hope for the fulfillment of the prophecies, while the so-called liberal, has lost many of the distinguishing characteristics of the ancient faith, and sees in the "Spirit of the Age," the long expected Messiah. The former follows the letter and the spirit of the law in the instruction of his children, making them to read the language of their fathers;

while the latter, not perceiving that the "spirit of the age," in this land, which gives him such inestimable and unheard advantages, is derived from the system of instruction in the common schools, joins hands with the Nullifidians for its destruction. The orthodox Jewish child will never become a convert to Christianity through the influence of the common schools. No sane Jew can ever advocate the abandonment of a system under which he has reaped such advantages, and the substitution of the European under which, for centuries, he has reaped such a harvest of woe. We copy from the Jewish Messenger, of New York city, a brief extract on this subject. The Editor says: "The Bible ought not to be banished. No day should pass without an humble acknowledgment from pupil and teacher, that to Him above we must look for counsel and help. And this duty should be performed and in such a way as in no respect to offend the just sensibilities of dissentients. There is another more important question, which has excited some discussion in the prints: Should the State extend pecuniary aid to sectarian educational establishments? Our opinion is emphatically No. Let every denomination maintain its schools at its own expense. No citizen ought to be taxed a dollar to support any religious establishment. Certainly the State or City of New York should not vote a dollar to the support of any Jewish, Catholic or Protestant school. Any other policy will lead to the destruction of the Public School system, so justly our pride, besides being directly at variance with American principles."

We like the ring of that remonstrance, as it shows that under our system there is no unjust and offensive discrimination, and that the Jew who has had no country he could call his own for eighteen hundred years, may speak with pride of American principles, and call this land home.

It is somewhat difficult to classify the objectors to the American system who have been styled Nullifidians, as there is such a variety of views among them concerning religious belief. There seems to be only one thing among this class upon which they have any great degree of unanimity, and that is hostility to the Bible as the revealed will of God. Many of this class derive their teachings from France, call nature God, and deny a state of future rewards and punishments. We quote from one of these so-called Philosophers,* "God, conscience, providence, judgment, eternity, are chimeras which terrify no truly reasonable man. Virtue and vice are empty words. The chief care of a reasonable man is to satisfy his desires." From another teacher of this bold school we quote,† "I will be and I will have all which I can be and have, entirely careless whether it is human or inhuman; enough that it stands in my power to will and have. Right is for me what I make right." This is called philosophy, and this is claimed to be deduction of reason. It is very true that all

*From *La Mettrie*.

†*Max Stirner*.

infidels are not of this class, for many of them are moral men and faithful in their private relations, and yet what a misuse of language it is to say a right of conscience is violated when their children are taught that "whatsoever ye would that men should do unto you, do ye also the same unto them." It is not within our comprehension that this people, who deny God and retribution, can have any conscience on the subject. As well may they say that it is a violation of conscience for the teacher to require the child to study Algebra contrary to the wishes of the parent. They do not desire their children to learn of Christ and his teachings, because those teachings do not accord with their ideas of reason, and not because their present and eternal welfare may be put in jeopardy. They claim there is no jeopardy, therefore we say there is no wrong done the child or the parent any more than if he were compelled or permitted to hear any other subject or science.

But here comes in the charge that the Bible contains that which, in the conditions of our society, is not fit to be taught to children. It is true, it is a narrative of events that occurred in the earlier ages, and some of the events chronicled are not considered topics for general discussion; but for precisely the same reason it would not be proper for American children to learn the French language and visit in Parisian society, as their minds would be shocked, and their sense of delicacy wounded by the use of terms and idiomatic expressions entirely at variance with the usages of polite or even decent American society. What is deemed a proper expression by the Parisian, would be considered utterly indelicate and impolite by the American. Still, for this reason no sensible person would object to an American child acquiring the French language. But it has never been our lot to hear of a case where any indelicate passages—Indelicate to American sensibilities—were ever read in school from the Bible. To prove that such a thing was ever done would only prove an exception to an almost universal rule. American teachers are not so forgetful of public sentiment as to dare to do anything that even savors of grossness, in a public school. No infidel will dare to assert that the practice of the morality inculcated by Christ does not produce the model character among men. No one will dare deny that the truly Christian man or woman is the highest type of humanity. In all the relations of life, as parent or child, as husband or wife, as neighbor or friend, as citizen or soldier, the Christian stands preeminent. There are moral men who are not Christians, but there are no Christians who are not moral men. If Christianity is a delusion, a chimera, it is still worthy of toleration on account of the results which are ascribed to it. We cannot afford to give up our Christian institutions until something better is offered in their stead. Christian governments, as we have already shown, are those in which there is the greatest enlightenment and the completest recognition of human rights. This is shown by the history of a thousand years. Many noble defenders of the rights of man have been and are to be found

among those who do not recognize the authenticity of the Scriptures. In the name of humanity we thank them, but we cannot, on their account, give up the great experiment of liberty on a religious basis. We know of but one instance where, on an extended scale, it was attempted to rule a nation without any recognition of a God. The idea of liberty during the days of the French Revolution carried with it the renunciation of everything connected with Christian faith and worship. Churches were closed, vulgar and obscene shows took the place of public worship; the 22d of September, 1792, was signalized as the epoch of the Republican era, which should henceforth be used instead of the Christian era; ten days were to constitute the week, and the Christian Sunday was to be no more known in the land. The names of the months were changed. The climax to all this folly was seen in the public recognition and deification of Reason by the Revolutionary Convention, personified by a veiled female of notorious character, who, with shouts and acclamations, was hailed as the Goddess of the new dispensation. Nor did this sad mummery, performed in the sacred names of Reason and Liberty, end here. Over the cemeteries was placed the inscription, sanctioned by the authority of law, "There is no God. Death is an eternal sleep." If these were the triumphs of Reason, we pray that our land may never witness such scenes. But American free-thinkers will scarcely defend such atrocities, nor will they wish to disturb our system of peace and prosperity by any such experiments. Nor would they generally accept the conclusions of their own philosophy. Reason in France was as illiberal as cruel, and as tyrannical as religion had ever been. But the perfect toleration which they advocate here would justify the polygamy of the Mormon, or the suttee or child murder of India. Such religious rites can never be tolerated in this land, even under claim of conscientious discharge of duty in faith and worship.

The same distinction should be made between the Catholic Church and a considerable number of its American disciples, as is made between many of the rationalists of America and those of France. The Catholic Layman of the United States is a very different person from the Catholic Layman of Italy or Spain, but the system of Church polity is the same. It is with the system we have to do on this occasion; it is with the introduction of this system as an influence to modify American institutions that we join issue, and we wish to do it in a spirit of perfect kindness and toleration. What is said shall be supported by the documents furnished by the authorities of the Church itself; if the conclusions we deduce from them are incorrect, we are alone responsible. The Catholic has joined hands with the Jew and the Rationalist to drive out any religious instruction from our schools. To those who have any knowledge of history, this is the most remarkable coalition, religious or irreligious, history furnishes. We congratulate the parties upon their fraternity. But we

fear that if the plan of the union is fully consummated, it will result as indicated in the fable:

"The lion and other beasts formed an alliance to go out hunting. When they had taken a fat stag, the lion proposed himself as commissioner, and dividing it into three parts thus proceeded: 'the first I shall take officially as king,' the second I shall take for my own personal share in the chase, and as for the third part—let him take it who can." We commend the obvious moral to the parties interested, particularly the Jew.

Those who suppose that the Catholic clergy (and we mean the Catholic clergy in this discussion, for there is a good deal of liberality upon this subject by those who are not controlled by the church officials) will permit Catholic children to go to the State schools, even when the Bible is excluded, as is proposed in Cincinnati, never labored under a greater error. They simply use this argument of conscience against the teaching of the schools for a present purpose, as the same conscientious opposition exists as to the schools themselves, without any qualification. Some persons suppose that the question rests upon the use of the King James or Protestant version and Douay or Catholic version of the Bible. As a Protestant, I should have no hesitation to accept the Douay upon the same condition that the King James version has been and is used in the Indiana schools, "without note or comment." This is the modification I should very gladly make for the sake of peace, though not because I have any special regard for some of the translated passages of that version. Really, this is not the question. We here assert that the Church is opposed to all general education of the people, where they have the power, and where they have not the power they are conscientiously opposed to all schools, except those taught exclusively by Catholic teachers. These propositions we can verify by facts.

And, first, we assert that *popular education* is not favored by the Catholic Church when it has the power. In proof of this position it is only necessary to state the fact, that where the Church has had the power to prevent; there has been no liberty to speak, teach, to worship, or to publish anything unauthorized by the Church. The effect of this suppression of the liberty of speech and of the press is seen in the general ignorance of the people of Italy, Rome, Spain, Portugal, Mexico and the South American states. If by their fruits ye shall know them, what has been the condition of popular education in these States where, for centuries, this Church has had absolute dominion? If Catholics are in favor of popular education, where in these countries can be found the evidences of such favor? But it may be asked, why does this church manifest such remarkable activity in the establishment of schools in this and other Protestant countries? The reason is very obvious; it is simply because if the Church manifested the same indifference in this country as it does in Spain or Mexico, there would soon be no Catholic Church in the

land. It is the inspiration of competition rather than the desire for popular education, that produces the Catholic schools.

Second. We assert that they are opposed to all schools not taught by Catholic teachers. On the 8th of December, 1864, a most remarkable encyclical letter was issued to the clergy of the Roman Catholic Church throughout the world by Pope Pius the IX. This document was followed by another on the 22d of the same month. The two constitute a charge and specifications against the heresies of the world that might make one think it was written in the sixteenth instead of the nineteenth century. It is the boast of this Church that it is *semper idem*—always the same, and if anything could prove it, this document would serve the purpose. On the 29th of June, 1868, these were followed by another, calling an ecumenical council of the dignitaries of the Church, to consider the topics embraced in the encyclical and its syllabus. That council is now in session. As the Pope is the highest individual authority in the Catholic Church, any ordinary doctrine emanating from him must be conclusive, especially since the American Bishops sustain his infallibility. We quote, then, from the 45th, 47th and 48th error specified in the syllabus, against which all the authorities of the Church are warned, and instructed to teach and preach. It is an error "that the entire direction of the public schools, in which the youth of Christian States are educated, may and must appertain to the civil power, and belong to it so far that no other authority shall be recognized as having any right to interfere in the discipline of the schools, the arrangement of the studies, the taking of degrees, or the choice and approval of teachers."

47. It is an error "that the most advantageous conditions of civil society require that popular schools, open without distinction to all children of the people, and public establishments destined to teach young people letters and good discipline, and to impart to them education, should be freed from all ecclesiastical authority, and should be fully subjected to the civil and political power for the teaching of matters and opinions common to the times."

48. It is an error "that this manner of instructing youth, which consists in separating it from the Catholic faith and from the power of the Church, and in teaching it, above all, a knowledge of natural things and the objects of social life, may be perfectly approved by Catholics."

If this is not enough to satisfy the most skeptical, we will quote from the Pastoral letter of James Frederick Wood, Bishop of Philadelphia, dated Low Sunday, 1869. After enumerating many things not agreeable to Catholic faith, he says: "Add to these sad circumstances the false and pernicious theories afloat with regard to education—Godless colleges—Godless schools—the most dangerous and indelicate mingling of the sexes, with imminent peril to the morals of both; the pagan doctrines so widely received on the relation of

the governors and the governed, so destructive to true liberty," &c. Truly, herein is a paradox. It is claimed that ours are Godless schools, and that brothers and sisters may not go to them from indelicacy, and yet they unite with Jew and Rationalist to banish the Bible—the word of God and the foundation of their own faith. Godless schools must mean all schools that are not Roman Catholic. As Roman Catholics cannot in conscience support Godless schools where the sexes are together, and where they are taught the doctrines of the Declaration of Independence, then they must be opposed to our system, with or without the Bible. But if accumulated argument or evidence is necessary, other American authority can be furnished. We quote from the Freeman's Journal, among the ablest and most radical of the Catholic papers, their propositions, as follow:

1. "We will not subject our Catholic children to your teachers."
2. "We will not expose our Catholic children to association with all the children who have a right to attend the public schools."
3. "The perfunctory reading of the best of the Bible lessons amounts to nothing as a rule of practical morals. The practical religion of the school room is to inculcate lessons of piety at every opportunity. Except the system be founded on fraud, the teacher in our public schools has no right to explain even any one of the Christian verities. The plain and undeniable resolution of the whole question is this: the State or the city has no more right to tax me for schooling my neighbor's children than for feeding them, or clothing them, or housing them. The utmost that can be granted is, that for abandoned children the State may provide schooling, as it provides food and clothing for its paupers."

The Catholic World says: "The only just and honest course for the State is to abandon the policy of bringing both (Roman Catholic and Protestant children) together in a system of common schools. If the State will, as it is bound to do, respect and protect the rights of conscience, or real religious liberty, the only solid basis of civil liberty, it must do as the continental governments of Europe do and divide the public schools into two classes—the one for Catholics, the other for non Catholics. Let the State appropriate to Catholics, for the support of schools approved by their Church, their proportion of the school fund and of the money raised by public tax for the support of public schools."

This is the programme, *abandon the system of American Common Schools and substitute the European system*. One cannot help wonder, in this plan, what becomes of the Jews and Rationalists. We fancy when this scheme is carried to completion that these parties will be in the condition of the eagle in the fable, who, when wounded, turned his head in the agonies of death, and discovering the arrow winged with his own feathers, cried out, "How much sharper are the wounds made by weapons which we ourselves have furnished."

But it may be said that we are in no danger of any change that

will simply make all the schools parochial schools not paid for by the churches which organize them, but paid for by the State. So said the school men in New York when the entering wedge was made by the "Bible question" twenty years ago. Henry Ward Beecher says he is "willing to exclude the bible if by that means any class of our people would be better satisfied and more zealous in support of our school system." The history of this contest has resulted in New York in adopting the European plan—and we have yet to hear of anybody who is better satisfied, or who is more zealous in support of the common schools. We are willing to take the officials of the Catholic Church at their word, especially as that is confirmed by the experience of New York, and henceforth our motto shall be "*obsta principiis*"—resist the beginnings.

But the question may be asked, why not cease the strife by adopting the Parochial or European system? We are unalterably opposed to it for many reasons.

First. Because of the bitter opposition of the Catholic to the very same plan in Austria. By the terms of the Concordat or treaty between Austria and the Pope, it was agreed that all the schools in the empire should be under the supervision and instruction of the Catholic Church, the State enforcing her mandates. But the recent war with Prussia so weakened the throne, that in order to maintain his power the Emperor was obliged to revoke the Concordat, and concede, among many other things, Protestant schools to Protestant children. No Protestant schools, public or private, were allowed; if taught at all, the children must go to the Catholic schools. Yet this law, deemed so desirable here where all religions have an equal chance, was received in Austria by the Catholics and by the Pope as the greatest outrage upon the Church. Now, we respectfully ask if the Catholics are unwilling to grant this very principle when they have the ascendancy in Austria and Spain, why should they complain about rights of conscience, and insist upon the principle here? If it could not be good in Austria, we are convinced it cannot be good here.

Second. We oppose it because generally in Europe it has failed to give people intelligence. The masses of the people in Europe do not come up to the standard of ordinary intelligence in the United States, although they have these boasted church schools. We know this fact from the observations made in our prisons, our poor-houses and our reformatories and asylums. The majority, almost without an exception in all these institutions, are not native Americans. This certainly is a significant educational and religious truth, and we cannot accept any system that produces such results.

Third. We oppose this system because it is entirely foreign to our political ideas of equality. Now, the children of the Catholic, the Jew, the Rationalist and the Methodist—of the American, the German and the Irishman—the rich and the poor, sit upon the same

seats, recite the same lessons, receive the same discipline without any distinction save that which arises from individual merit ; in other words, they receive that education which fits them to mingle in American society, and become American citizens. But if the Irish Catholics, the German Lutherans, the Scotch Presbyterians, and the Jews are all segregated, placed under the teachers of their own peculiar views, they will become narrow and bigoted. There will be no sympathy, no kindness, no cordiality ; the State, instead of raising citizens who will understand the polity of toleration, will be rearing those who will on the slightest occasion war on each other, having inherited the animosities and feuds of their ancestors. We have an illustration of this in the hostility of the Puritan and the Cavalier. Had they mingled more they would have understood each other better, and learned to appreciate each other's strength and weakness, and thus have learned the true principle of American toleration. Religious dissensions are always bitter, and we should not educate our children with religious hatred to each other, as is entertained in Europe.

Fourth. In our schools there is a restraint upon teachers and pupils in the expression of offensive opinions. Establish parochial schools, and there is an implied authority given to those who control a given school of one religious creed, whether Catholic or Protestant, to disregard the feelings of others by acts of the greatest intolerance. In our schools now, Martin Luther is only a man, but in the sectarian schools he would be either saint or devil—and in either case he would not have justice done him.

Fifth. While the Catholic, the Jew, the Presbyterian and the Mormon are free to establish private schools, we protest against the State supporting any system that avows itself hostile to our system of government. The fable of the husbandman who nurtured the viper in his bosom till it was strong enough to bury its fangs in his heart, might be illustrated by our folly. In Brownson's Review, pp. 154, 220, we find the solution of this conscience question. He says, "We have as Catholics, not a few grievances to complain of in this country, but there is no Catholic country in the world where the church is as free and as independent as she is here, none where the Pope is so truly Pope, and finds, so far as Catholics are concerned, so little resistance to the full exercise of his authority as visible head of the church. The reason is, not that the Government here favors or protects the church, but that it lets her alone."

If this is true, and we know of no higher authority upon the subject in the United States ; if the Catholic Church has so little to complain of, we propose to let it enjoy its present peace and prosperity. It is only unhappy because it cannot dictate terms of submission to all those who differ from it. One of the few grievances of which the Review complains, is "When any one of our sects (meaning Protestant sects,) undertakes to dictate to conscience, it is tyranny, because

by its own confession it has received no authority from God. It is tyranny, even though what it attempts to enforce be really God's word: for it attempts to enforce it by a *human* and not by a *divine* authority." This is oppression truly.

In conclusion, let us not be driven from our American principle of religious toleration based upon the teachings of the Bible. Let us welcome the oppressed from foreign lands; let them come and enjoy our liberty, partake of our prosperity; let them learn the great truths of personal and political freedom in our unsectarian schools. Let them come, and while they enjoy the blessings we have in store for them, let them not in ignorance and fanaticism disturb the very foundation of the temple of Freedom, and make it totter to its ruin.

PRIMARY EDUCATION.

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One of the most striking and significant features of the present condition of education, is the gradually increasing importance that is being attached to what is ordinarily denominated primary education. It may, however, be safely said that there is no period of education that has been so lamentably neglected by educators, that is at present so imperfectly understood, and within whose limits so many egregious blunders are daily committed in the school room. These facts are so obvious as to preclude all possibility of denial. No error productive of such wide-spread mischief obtains in our schools than the supposition that the younger the pupils are, the less professional ability and skill their training demands. One consequence of this is, that the most inexperienced and inefficient teachers are invariably placed in charge of the primary departments, the prevailing notion being that any one is sufficiently well qualified to teach little children to count, and to say the a, b, c. To say that such an opinion is erroneous, is but passing a mild condemnation upon what deserves most emphatic reprobation. It is a positive evil, exerting more pernicious influences than can easily be delineated. It is gratifying, however, to perceive that a change is gradually taking place; educators are awakening to a sense of the importance of this matter, and it behooves all ardent friends of education, imbued with a true spirit of progress, to exert themselves on all suitable occasions in accelerating this desirable change.

It requires no profound knowledge of the human mind, no intimate acquaintance with its various faculties, and no scrutinizing observation of its mode of development, to become impressed with the paramount importance of applying the best methods and the greatest skill in the primary departments of our schools. The first two years of a child's school life is that period in which his mind is

most susceptible of impressions, and can be most easily molded; then it is that it receives an impulse which determines its future career; then is laid the foundation which is to give stability and character to the entire superstructure; then is impressed upon it faintly, ~~the~~ surely those features which foreshadow its subsequent distinctive qualities; then is imparted to it rudely but unmistakably ~~these~~ modes of action which eventually produce, on the one hand quick and methodical observation, correct and exhaustive analysis, clear and penetrating discernment, and accurate and logical expression; on the other, listless and apathetic perception, dull and obtuse apprehension, hasty and treacherous judgment. How necessary is it, therefore, that the greatest care should be bestowed upon the first steps of education, and how mischievously absurd is the practice of superintendents and principals in crowding into the primary departments all the unskillful and inexperienced teaching material that lies at their disposal.

Having thus briefly referred to the great importance of primary education, we will proceed to examine what may be considered the most prominent faults in the methods of teaching employed in that department, and afterwards to sketch roughly what we conceive to be the natural course which should be pursued with the class of pupils under our consideration. First in point of time is the erroneous impression connected with the child's introduction into the school room. As a general rule, a laborious effort is made to establish firmly in his mind the idea that he must no longer be that laughing, playing, prying, inquisitive, happy, joyous being which he is accustomed to be at home; that that restlessness which wisely and designedly forms a part of his very nature, must be completely suppressed; that he must all the time sit erect, fold his arms, avoid speaking to or looking at his companions; in short, he is required while in the school room, to relinquish all that has hitherto afforded him enjoyment and delight, and to impose on his inclinations and emotions a degree of rigid, frigid restraint, which necessarily makes him of all beings the most miserable. In ninety-nine cases out of a hundred, the first thing done by the teacher on a pupil's first entrance into the school room, is to impress him with the chilling, freezing fact that he is no longer at home, but in school, and must try to behave himself; in other words, convert himself into a mummy. How differently the teacher who understands the true nature of children proceeds. Instead of placing herself on a lofty pedestal, with an impassable gulf between her and the children, she brings herself in contact with them, converses kindly and familiarly with them about what most directly concerns them, sympathizes with them in their sorrows, rejoices with them in their pleasures, enters sincerely and heartily into all their feelings; thus gaining their confidence and that hold upon their affections which gives her complete control over them, and enables her to direct their activities into appropriate channels.

But that mistake which is most baneful in its effects is the almost exclusive employment of words, instead of things, as instruments of teaching. Words and their symbols generally form the entire stock in trade of teachers in the primary departments. Instead of presenting objects to the mind, that its prying curiosity may be exerted in ascertaining their various properties of material, form, color, size, number and use, so that its natural desire for knowledge may be satisfied, and its faculties developed and strengthened, nothing but a liberal supply of words, representing, as a matter of course, no definite ideas to the mind, are dealt out to it, and in a great many instances crammed into it with much vigor, both mental and physical. One of the first steps taken is to endeavor to teach children to recognize the complicated and irregular combinations of lines and angles which constitute the alphabetic characters, and to associate with them certain arbitrary sounds, a drudgery which is a hindrance rather than a help in teaching reading, and which not only represses curiosity, and stifles the yearnings of the mind for knowledge, but in too many instances fills it with a permanent disgust for school, and everything connected with it. The true teacher knowing that the senses alone are the divinely appointed channels by which the infant mind can acquire knowledge, takes care to provide herself with a plentiful supply of suitable objects, upon which the senses can be exercised. She converts her school room into a cabinet of nature and art, filling all available space not absolutely required for other purposes, with objects belonging to the three kingdoms, embracing specimens of plants, roots, leaves, fruits, ores, metals, building stones, shells, insects, birds, the various materials used for manufacturing purposes, in their different stages of completion, together with pictures of such objects as cannot be procured, or of those which it would not be convenient to bring into the school room. We believe that there should be a public provision for these things, but where that is wanting, the teacher who inspires her pupils with the right spirit, will be astonished at the small pecuniary outlay necessary for procuring a tolerably good supply of such materials. These should constitute the stock in trade of the primary school room. These are the commodities which the true teacher doles out to her pupils, and it is in the skillful and opportune presentation of these to be observed, arranged, classified and described, that the bulk of her work consists.

The next striking mistake to which we will refer is that of prolonged recitations, and closely connected with it an insufficiency of physical exercise. The almost universal practice is to make each recitation occupy at least thirty minutes, irrespective of the age of the pupils. While this may not be too long for children of eight years and upwards, we have no hesitation in affirming, that, for those under eight, especially when we bear in mind the feebleness of their mental powers, their incapacity for protracted attention, and their constant craving for variety, that fifteen or at most twenty minutes

are sufficient for each recitation. Of every half hour spent by such pupils in the school room, five minutes at least should be devoted to singing, and another five to general physical exercises. In connection with this we cannot but express a deep regret at the inordinate length of time during which the young pupils are confined in the school room. If six hours a day are enough for those of fifteen and sixteen years of age, we may reasonably conclude that half that time would be sufficient for the class of pupils now under our consideration. In some schools with which we are acquainted, the lowest grade of the primary department is divided into two portions, one of which attends school in the morning and the other in the afternoon. This arrangement does not retard the progress of the pupils, is decidedly preferable from a hygiene stand-point, and provides educational facilities for double the number of children, with no additional expenditure of either room or labor. We would recommend this plan for the especial consideration of those superintendents and principals whose primary departments are overcrowded, and who are inconvenienced by an insufficiency of school accommodation.

Another mistake of not unfrequent occurrence is the use of too difficult language. Many teachers who labor assiduously and earnestly fail to produce results commensurate with their efforts, because of employing unconsciously, it may be, language altogether above the comprehension of their pupils. There is no more desirable trait in the character of a teacher than the ability to adapt her language to the capacity of her pupils, nor is anything more difficult of accomplishment, since it requires a power of self-divestment rarely possessed, and of assuming the feelings, thoughts and expressions of childhood. It is to the employment of inappropriate language, to the undue prolongation of recitations, to the inordinate length of school hours, and to the want of suitable objects for teaching purposes, that the inability on the part of the teachers to maintain the attention of their pupils is chiefly attributable.

Having thus briefly referred to a few of the prevailing errors in the primary school, I will now endeavor to lay before you what I conceive to be the true methods to be pressed in connection with one or two subjects; and since Reading is by far the most important, whether we take into consideration the time devoted to it, its influence on mental training, or its utility in life, that subject shall form the basis of our remarks.

Object lessons naturally constitute the ground work of primary instruction, and it is in connection with these that reading, as well as all other subjects, should be taught. The first step then, occupying at least three months, should consist of short, simple object lessons, on things with which the pupils are most familiar. During this period, no characters symbolic of either sounds or numbers ought to be employed. Things first, signs afterwards. This is the perceptive stage of mental development, in which the senses are busi-

ly engaged in examining objects, ascertaining their most prominent properties, the pupils being taught at the same time to express in simple but correct language, the result of their observations. Much importance is attached to this preparatory course, since it supplies abundant materials upon which to base the reading lessons, and gives a firmness and stability to the groundwork of education, which cannot be attained by any other means. Nothing is lost by the postponement of reading for a few months; on the contrary, much is gained.

Forming a part of this course, should be exercises preparatory to drawing and penmanship. By means of objects, plenty of which can be found in any school room, ideas of position, direction, size, and form, may be easily impressed upon the mind, and can be further developed by a series of arm and hand exercises. There is a natural connection between drawing and penmanship on the one hand, and gymnastics on the other. To illustrate in detail how this connection should be maintained, would be incompatible with the time allotted to the reading of this paper; suffice it to say, that the first steps in drawing and penmanship should invariably be based upon object lessons and gymnastic exercises.

We now come to a consideration of the methods of teaching primary reading. Methods of different kinds are employed in teaching this very subject, among which may be enumerated the Spelling, the Word, the Phonetic, and the Phonic, together with various modifications and combinations of these. That which we consider the easiest, most expeditious, most natural, and in every respect the best adapted for overcoming the difficulties of primary reading, is the Phonic method, to the consideration of which we will now proceed.

The Phonic method, as the derivation of its name indicates, makes use of the sounds and powers of the letters, dispensing altogether with their names. This is true in whatever manner its principles are carried out, but the particular application of the method which we are now considering, possesses two characteristics peculiar to itself. These are, first, the use of complete sentences, instead of disconnected words or phrases; and secondly, the use of script characters at first, instead of print. In the opinion we have formed concerning the superiority of the Phonic over all the other methods, we are supported by the most advanced educators of the day. It is the sounds of the letters and not their names that compose words, there being scarcely any connection whatever between the names of the letters and the sounds which they represent. The appropriate and natural names of the letters would be their sounds, since it is these alone that afford a clue to the pronounciation of the word.

It is often asserted that the Phonic method is only applicable to those languages which have each sound invariably represented by the same character, and that the English language is "such a heterogeneous mass, such a jumble of anomalies and inconsistencies, as to

render the application of this method to it an absolute impossibility." That a Phonic method is not equally applicable to our own language as to the German and other similar languages, we most readily admit; but half a loaf is better than no bread. The bulk of our monosyllables can be classified, and this capability of classification renders the application of the Phonic method to the English language practicable.

The primary object of education is the cultivation of thought, and it is of the utmost importance that pupils should from the commencement of their school career be accustomed to the complete expression of thought. For this reason their answers should be given in complete sentences. An objection is sometimes urged against the employment of sentences, at the beginning, on the ground that they contain more matter than can be mastered, one word presenting as many difficulties as can be overcome. To this we reply that sentences can be formed—short, simple, and easy, containing no more difficulties than an ordinary word of three letters; and that such a sentence can be thoroughly taught, has been repeatedly proved by experiment.

Concerning the use of script letters at first instead of print, we assume as an established fact, that penmanship should be taught in our primary grades, going hand in hand with reading. Such being the case, we are necessitated, either to present two sets of characters at the same time, the plan generally adopted, or to teach reading by means of the same signs which are used in writing. The former alternative contains more difficulties than are necessary or can be easily overcome, an objection altogether avoided by the latter. In addition to this advantage, the very great assistance which penmanship receives from the use of script in reading, by impressing the correct forms and proportions of the letters upon the mind, should itself be conclusive on the point at issue.

It being now clearly understood that the three characteristics of the method of teaching reading now advocated are, first, the exclusive use of the sounds of letters instead of their names; secondly, the invariable employment of complete sentences instead of disconnected words or phrases; and thirdly, the use of script characters at first instead of print, we proceed to sketch the various steps taken in giving the first reading lesson. The teacher chooses a short, simple sentence containing but one vowel sound, such as, *we see, see me, we feel, we see the bee, &c.* Having fixed upon the sentence, but without saying a word of it, to the pupils, the teacher proceeds by means of a brief preliminary object lesson, to develop the ideas expressed by it, and at the same time to lead the pupils to form it for themselves, so that what they are about to read will not be something furnished them by the teacher, but will be an article of their own manufacturing, a production of their own thought. Let us suppose the sentence to be *We feel*. The teacher having developed the idea of feeling; having led the pupils to perceive that the action is a bringing of the

ends of the fingers in contact with the object felt; having at the same time treated the idea expressed by the word *we* in a similar manner, and having led the pupils to form the sentence for themselves, writes it upon the blackboard, analyzes, first, the sentence into words; then each word into its component sounds, teaches the pupils to recognize the written character in connection with their sounds; recomposes by synthesis what has been decomposed by analysis, and thus gives to the pupils their first reading lesson.

An adequate conception of a lesson according to this method can not be acquired by the brief description, to which I must, on the present occasion necessarily confine myself. To be, however, as explicit as possible, I will enumerate the various steps in their order, thereby rendering the characteristic features of the lesson more prominent, and I trust better understood.

- I. Developing the ideas expressed by the sentence.
- II. Leading the pupils to form the sentence for themselves.
- III. Analyzing the spoken sentence into words.
- IV. Writing the sentence, and associating each written with each spoken word.
- V. Analyzing each spoken word into its elements.
- VI. Associating each element with its representative character.
- VII. Combining by synthesis, first, the elements into words; then the words into the sentence.
- VIII. Re-writing each letter, the pupils giving its power as soon as it appears.
- IX. Erasing the whole, reproducing it, and the children reading it.
- X. Copying the sentence by the pupils upon the slates.

This last step may seem, at first sight, too difficult at this period; but when it is borne in mind that during the three months' preliminary training already referred to, the pupils have been well exercised in the formation of the elements and principles used in penmanship, it will be found perfectly practicable, as has been proved by actual experience.

The importance of the first step, namely, the development in the manner referred to, of the ideas expressed by the sentence, cannot be over-estimated. By this means, the intelligence of the pupils is carried along with the reading, and they are habituated from the outset to read understandingly; to attach a definite meaning to every word. It is of the utmost importance, and a rule to be invariably adopted, that each word should be the representative of a clear, definite idea in the mind of the pupil.

There are two points, which, before satisfactory success can be attained, must receive particular attention. First, a good model must be placed before the pupils; each sound must be enunciated as articulately and accurately as possible, and correct specimens of penmanship must be placed upon the blackboard. Secondly, the combination of the sounds by the pupils must be so rapid, as to lead them to

perceive that the ultimate result of the synthesis is that very word which had been previously subjected to analysis. The pupils must see that the analysis is but a slow utterance of the word, while the reading of the word is but a rapid enunciation of its component sounds.

After treating in the manner already described a sufficient number of sentences to familiarize the pupils with the long sound of *e* and be it remembered these sentences are to contain no other vowel; a series of sentences, containing the long sound of *a* in addition to *e*, should be introduced and taught in a similar manner. Thus the remaining long vowels should be treated, and each series of sentences taking up but one fresh difficulty, in addition to reviewing those already mastered. There is a very decided advantage in commencing with the long vowels in preference to the short ones, inasmuch as they are much more easily pronounced by young children, and are better adapted to form a systematic series of regularly graded lessons. In forming these lessons, the most important step is to secure a correct and complete classification of the words, without which success can not be attained. We have already asserted that the bulk of English monosyllables, (and it is with these that we are chiefly concerned in the primary classes,) are capable of classification, and if they are systematically presented to the pupils, their common properties will be perceived, and rules based upon these characteristics, and formed by means of induction, will be indelibly impressed upon the mind. Hence we see the impropriety of having recourse to artificial marks of any kind whatever to designate the peculiar sound of any letter. The characteristics being in the words themselves, and inseparable from them, renders such an artifice altogether superfluous.

Time will not permit my showing how each individual class should be treated; I will confine myself to short *a*, trusting that the explanation of that will give an insight into the general principles of the method, and afford a clue to the modes of treating all the classes.

Let the first lesson in this series be the sentence: The man made a mat. After having arrived at that stage of the lesson in which the sentence is written upon the board, the word *the* will immediately be recognized by the pupils as an old acquaintance, and will not require analysis. The word *man* is then decomposed, orally, and each constituent sound referred to its representative character. The pupils recollecting that hitherto they have been accustomed to call *a* by its long sound, are now puzzled by hearing it called by a totally different name. In order to extricate them from this difficulty, the teacher writes under *man* the word *mane*, which has previously been taught; and by a comparison of both, leads the pupils to perceive that *a* has its long sound with the silent *e*, and its short sound without it. This should not be done by the teacher for the pupils; but by the latter for themselves, and under the guidance of the former. They are now requested to read *made*, after which the teacher erases the *e*, and asks

what the word is now. Should there be any hesitation on the part of the pupils in answering, let them be referred to the effect of erasing the *e* in the word *mane*, and the difficulty will at once be removed. The word *mat* should be treated in a similar manner, adding the *e* and erasing it, and requesting the pupils to read the word in each case, so as to perceive clearly the effect of the addition and the erasure.

But the question may be asked how we propose to introduce pupils to printed characters? The transition should take place as soon as the pupils can readily recognize all the script letters, and read simple combinations of the long, short and occasional vowels with single consonants—an amount of work which can be easily accomplished in about two months from the time of the first reading exercise. Taking the same sentences which have been already learned in script, and in the same order, let the first, *We feel*, be written upon the board. The same sentence will now be printed, and the corresponding letters placed under each other. After requesting the pupils to read the script, the teacher tells them that *this*, (pointing to the print,) is another way of writing the same thing the way in which it is always written in books. Word for word, and letter for letter, are then taken, the pupils referring each printed character to its corresponding script form. Advantage should be taken of the striking similarity which exists in several instances between both kinds of letters. A minute comparison of these similarities and differences, in addition to subserving the purposes, of reading, has been found to be a pleasant and efficient means of cultivating correct ideas of form. The blackboard must not however, be dispensed with, after books have been placed in the hands of the pupils. When taking up a new class of words, its characteristics must be impressed on the mind by means of a few sentences on the board, which may then be re-read in print, with several others containing words of the same class.

The phonic method possesses a marked advantage over what is called the *word* method, according to which, each word must be taught separately. In learning any twenty words, no power whatever is acquired which enables the pupil to read the twenty-first. *That* must undergo precisely the same operation as did the previous twenty. According to the method under our consideration, on the contrary, if a sentence has been thoroughly taught, the pupils will find no difficulty in reading whatever new words can be found from the same elements. In many instances, the elements forming a short sentence of four words are capable of producing as many as thirty new words, which the pupils would read as readily as the sentence from which they were formed. At the conclusion of each lesson it will be found a profitable exercise and an infallible test of the efficiency of the teaching, to present such new combinations to the pupils for reading, and subsequently to allow them to find new words themselves. The interest awakened, and the activity created in the

class by such an exercise, as well as the truly philosophical pleasure and pride resulting from success, can only be adequately realized by those who have actually witnessed such a scene.

We can not leave the subject of reading without a brief reference to orthography which is materially connected with, and which should invariably follow the reading exercises. As has been previously suggested, the pupils, immediately after their first reading lesson, should be required to copy the sentence upon their slates; then to erase and rewrite it from dictation. The correction of the orthography can be made by the pupils by carefully comparing what they have written, letter by letter, with the sentence as again written by the teacher upon the board. When a moderate degree of facility in this step has been acquired, sentences which have not been previously read may be dictated; but in no instance should a sentence be given containing a single word not included within some class with which the pupils are familiar; nor should a sentence be ever written without being subsequently examined:

But little difficulty will be experienced by the pupils in orthography previous to the lessons containing silent and substituted letters. The method already recommended, is equally applicable to these classes, but in consequence of a greater degree of irregularity, more time and labor must be devoted to each class. After all the classes have been taught, the pupils should form several sentences with each irregular word, and write them upon their slates. But it may be asked, why not let the pupils write lists of words, instead of putting each word into a sentence? This, we are aware, is very extensively practiced in our schools. It is no uncommon occurrence for children to be required to fill their slates with columns of words, and in cases where the orthography is considered difficult, to write the same word ten or twenty times. No argument is needed to show that such a process must of necessity be mechanical and uninteresting; that little or no mental activity is produced; in short, that the great end of all school work, namely, the cultivation of thought, is entirely lost sight of. We should aim, in all our exercises, to lead the children to think, and to express their thoughts correctly. Whenever a word or a class of words, whose orthography is irregular, is to be taught, its peculiarities should first be explained upon the blackboard, and, subsequently, a number of sentences containing the new difficulty, should be formed and written by the pupils.

Another subject, very closely connected with Reading and Object Lessons, is practical grammar or Language Lessons, by which the pupils are taught to express their thoughts in correct and suitable language. These lessons, if properly conducted, lead the pupils to perceive that the distinctions in language are wholly due to the distinctions in thought; that inasmuch as they have different kinds of thoughts, so they require different kinds of words whereby to express them. From this, they should be led to distinguish name words, action words, quality words, etc., as they occur in the Object

and Reading lessons. Time will not permit me to give a detailed description of the manner in which such lessons should be given. I will only remark that they should accompany the Object and Reading lessons, even from the commencement.

In conclusion, I will briefly enumerate what I consider to be the chief advantages of the method of teaching reading, which I have endeavored to bring before you :

I. It is a much more expeditious and natural manner of enabling children to overcome the difficulties of reading, than either the Word or the Spelling method.

II. The reading lessons are a powerful auxiliary to penmanship.

III. A full, clear, and distinct articulation is secured.

IV. Orthography derives great help from the reading exercises, inasmuch as the pupils see the exact picture they are required to reproduce in the dictation exercises.

V. Intelligent reading is secured ; the sentences taught being, for a considerable period, the product of the pupil's thoughts.

VI. Every step is designed to subserve the grand object of all school work—intellectual development.

VII. The method is comprehensive, connecting in a natural manner the cultivation of thought and its correct expression, primary object and reading, orthography and penmanship.

VIII. According to it the child's education is viewed as a unit, the different parts of which, instead of being disconnected, are so related as to harmonize and co-operate with each other.

INAUGURAL ADDRESS.

BY PROF. JOSEPH TINGLEY, OF ASBURY UNIVERSITY.

That great mirror of life, the secular press, ceases not to present in panoramic view before the pleased and flattered world, its ten thousand extravagant representations of the great deeds, notable persons, and remarkable events of the times. Though its delineations partake of the nature of caricatures, especially when new or strange personages, radical reformers, or wonderful men, women or children are portrayed ; though its thousand images of the coming woman are fantastic and varying as the flashings of the kaleidoscope, and beautiful and grotesque as the opening rose or laughing god of the phantasmagoria ; though its great men and fools are exaggerated, and its perspective of great and small things, in general, false and distorted, its base ball champions being of the stature of giants, and its statesmen pigmies, its plays, amusements, and rare shows are grand spectacular displays, and its really noble reformatory institutions mere visible points of light, and the whole panorama out of plumb,

and falsely colored; yet the world is flattered, rather than offended, at these generally distorted, though oftentimes horribly exact images of its very self, its own tastes being not yet sufficiently refined and cultivated to judge accurately between the true and false, the good and the bad, the politic and the in-politic, so constantly and vividly presented to the dazed vision, while upon many of the vital questions of the day it has no fixed opinion. One of these great questions most frequently presented and discussed, most trite, yet least understood of them all, is that implied in the very existence of this association: "How shall the people be educated?" It is to be expected that this association will at least have an opinion upon this subject, neither unjust nor uncertain. The question in its complete solution embraces considerations respecting the moral, religious, social, political, scientific, literary, and all other elements of a thorough and harmonious education, such as will prepare the public better to judge of the accuracy or distortion of its own images and portraiture, as thus reflected from the mirrors of its own making. All great enterprises are inseparably linked together and bound in one with the common interests of humanity. All great truths are but the several parts of the same unity, and every particular branch of science is but a fragment of the same. True wisdom consists in fitting the fragments together, discovering their mutual relations, complementing this defect with that redundancy, and in uniting the disjointed and dissevered parts into one harmonious perfection. A dim and confused notion of this universal fitness of things, constitutes the real difficulty in the "make up" of most men's theories, whether reflected through the medium of the press or the forum. That which is the immediate object of their contemplation is brought within the range of distinct mental vision, and by its great parallax angle, vivid coloring and sharp outline, it seems to them the all important and principal object worthy of attention—the more distant, boundless prospect being in their esteem but the accessory and non-essential accompaniments of their brilliant foreground figure. Does not every reformer consider *his* reform the greatest of all, and the one which comprehends all others? And what essayist or public orator, from the school boy to the statesman, has failed to discover the connection between his topic and the creation of the world?

In my school-boy days a "composition" upon "The Usefulness of Iron" must include a reference to "Tubal-Cain," "Old Ocean," Time, Eternity, and the Music of the Spheres. But of all these, iron was the most useful and greatest. And we do but mimic school boys, whilst we exclusively cherish the contemplation of our one idea, whatever that may be. It must be confessed that a clear, observing, acute mental vision, that takes in the cosmos at a glance, and estimates all things in their just proportions, is a rarity under the sun perhaps never witnessed on earth, except in the person of the Son of God. Yet since "they aim too low who aim beneath the

stars," to this perfection should all scholars aspire. As in the Christian, so in the intellectual life—he who aspires, even though he attain not unto the highest, is not only the greatest, but is also the most useful to the world, enjoys the most satisfying inner life, and pleases God the best. Of this style of humanity the world is greatly in need, and of the kind of education that produces this style of scholarship, humanity is greatly in need.

Too long already has the narrow-minded theory prevailed that to fulfill his highest mission, one must collapse his energies exclusively upon one sole object of pursuit. So deeply rooted is this mistaken and pernicious theory, that even the rushing mighty winds of the nineteenth century, in its unexampled progress, scarcely prevail against it. It still stands as the deadened trunk of a mighty tree—blasted by the winds, yet a strong, though perishing monument of the past.

The term greatness has been much misused, and confounded in its signification with notoriety. The renowned scientific discoverer is oftentimes merely a man of exalted skill in the use of the laws, powers and implements of his special science; a skill acquired, it is true, by the contraction of his life and energies to his chosen pursuit. Should he, by chance, discover a new law, or invent a new process, he becomes notorious as the great philosopher, albeit, if he were a man at all, such discovery was altogether inevitable, and there was no shadow of a claim to greatness connected with the fact; and the same lucky "great one" may have been in every other part of his humanity—body, mind and soul—a dwarf, and, upon the whole, as a man, a miserable failure. In physical endurance and usefulness he is excelled by the negro; in general mental strength and sprightliness, by any evenly balanced and well educated person, and in moral power of that form which moves the world, by any one who has remembered and become imbued with the spirit of the Savior's first and great commandment. He is, in short, a one-sided man, a mental deformity, blind of one eye, a victim of one of those fashions incident to human life and misnamed greatness. Such is every one of those noted characters who have become so noted for specialties only, without regard to the requisites of a perfect mental organization. This kind of celebrity is not real greatness. If, however, by habit or prescriptive right it must be so named and esteemed, then I submit it that such greatness ought not to be the end or aim of what we properly call education.

Nor do I presume *fully* to answer the question as to what it ought to be. For this would involve that rare transcendent mental comprehension which it would be immodest in any one, not a Fenian candidate for the Presidency in 1872, or the owner of 5,000 lots in Omaha, to boast of. What sort of humanity is demanded by the times? is a question to be answered, before it can be determined what kind of an education shall be provided?

As to the need of the world, even though these may be times of special vanity, when erratic shallowness is at a premium and profundity at a discount, who would say that one more George Francis would not constitute an over supply; and though it is also an age of fast horses and men, one Bonner, as a horse fancier, will suffice for the present. Of Westons, Winships, Blondins, Bottle and Knife-balancers, we have an over stock already. Neither is there need of very many Billingses, Artemuses, or Nasbys, whose abnormal developments are all on the odd, grotesque, ridiculous side of nature. Occupying that narrow space between those two extremes of dignity, the ridiculous and the sublime, stand the modern men of renown—great in their specialties, pigmies in all else—lawyers without integrity, physicians without common sense, philosophers without human affection, philologists without ability to repeat the multiplication table, mathematicians without faith in God or man, statesmen without patriotism, merchant millionaires without an understanding of the secret of how to use their wealth, masters of art unschooled in human nature, D. D.'s destitute of divinity, LL. D.'s of very little literary distinction. Of such greatness surely we have had enough, and the present supply may suffice for the next quarter of a century. Yet, in the mean time there shall be urgent need for ten-fold greater numbers, of ten-fold greater renown, combining all of these excellencies with their added complements of those neglected attributes of a perfect humanity, which they have hitherto considered themselves justifiable in ignoring.

Thanks to the well meant, though not always well directed efforts of humanity's leading spirits, thanks to the irresistible impetus of universal progress; thanks to the ambitions and activities of the times; thanks to the educating and refining tendencies of the Christian philosophy and to the purifying and ennobling influences of its holy principles, and the power of the example of its best disciples; thanks to every good intent and act of humanity, in spite of croakers, in spite of the clogs of ignorance, prejudices and all adverse powers and hindrances, true humanity, like the stone cut out of the mountain, without hands, moves steadily onward, onward ever with sublime, majestic, resistless momentum, and they who oppose shall surely be overwhelmed.

Though the present is thus, though the united impulses of all these and innumerable other correlations, the most absolutely practical of all ages, has the greatest preponderance of positive realities, and the least of all imaginative fancies and unreal brain creations, it is, for this reason, of all ages the most prolific of themes and occasions for the poet's fine phrenzy. It is the *greatest* of all ages. No plainness of speech, unadorned or unenforced by the power of figures and terseness of hyperbole, can justly sketch the outlines; much less can it supply the lights and shades and livid coloring of the real events of the nineteenth century.

The magic of its science and art, by which the occident has become

transformed, in a day, from a wilderness to a land of enchanted palaces and golden gates, and its very mountains of silver brought to the doors of the orient, can be fitly described only in some such charmed words as Milton employs in painting Pandemonium :

" Soon had his crew
Opened into the hill a spacious wound,
And digged out ribs of gold.
Anon out of the earth a fabric huge
Rose like an exhalation with the sound
Of dulcet symphonies and voices sweet ;
But like a temple, where pilasters round
Were set, and Doric pillars overlaid
With golden architrave."

We prosaically call this, *our* magic creation, the Pacific Railway, and scarcely dream what prophetic significance there may lie concealed in the poetry of its very name.

How could any but a stolid Bæotian invest the wondrous networks of telegraphic wires on land and under the waters of the sea, in any less poetical imagery than as pathways for human thought, stretching across continents from mountain to mountain, and under the seas from shore to shore. Or how think of those nerve-thrills down in the "dark unfathomed caves" of the ocean, without picturing the mermaid reclining her head near the cable's bed, hearkening, pleased and curious to overhear the greetings and gossipings of the nations?

Formerly, it was the slow task of Æolus to bear messages, as merchandise, across the waters. Yielding to the impetuosity of thought, he gave way to the superior power and speed of the God of fire, the forger of thunderbolts; who, in his turn, panting under his burden, fainted by the way, entrusting his commission to that Leviathan, the Great Eastern, with Prometheus bound on board, saying, in the language of the Almighty to Job: "Send lightnings that they go and say, 'Here we are.'" Shakspeare's utmost quickness of conception was embodied in Puck's odd proposal to put a girdle round the earth in forty minutes. Oh! how slow! compared with the fleetness of the stolen fire!

Such as these are the realizations of the poet's highest ideals. They are more. Would a poet dream of such clairvoyance or thaumaturgy as is substantiated by the spectrum analysis of Kirchhoff and Bunsen? Could any story of magician's enchantment inspire the lofty emotions and sentiments evoked by the grand, ungarnished, straightforward story of the spectroscope? That little group of prisms and lenses, that may be carried in one's vest pocket, is the key to the universe! It unlocks the barred gates of the hitherto *unapproachable*. It binds the sweet influences of the *Pleiades* and loosens the bonds of *Orion*. It brings forth Mazaroth in his season, and guides Arcturus with his sons.

Thus do the marvelous, matter-of-fact actualities of this century transcend the day dreams, the myths and divinations of all previous time.

Their gods and goddesses, their ghosts and hobgoblins, are less awe-inspiring than the real bodies and living souls of this day's science and art. The Pegasus of to-day is the fire-breathing horse of the railway. To-morrow it may be that flying aerial car, whose framework of aluminum and bat-winged, ostrich-stomached, condor-sinewed structure surely shall be seen mounting upward and soaring majestically through the blue empyrean as the proud leviathan of the upper deep. Or it may be the ocean steamer ricocheting lightly over the water, merely touching the surface here and there as the stormy petrel; or like the he-goat of the prophet, rushing forward with so much swiftness as not to touch the earth.

These same substantial, breathing bodies and living souls, the wonder workers of to-day, holding the divining rod over the desert sands of the East, call forth a wonder greater than any of the classic seven. Through the parched territory of the hostile and uncontrollable Ishmaelite, at the magician's command, there flows quietly and majestically, a mighty river in the desert, bearing upon its bosom the commerce of half the world. Thus not alone by the sacred well of La-ha-i-ro-l, nor by the fountain in the wilderness of Shur, nor yet by the modern miracle of Artesian wells in the desert, are the sons of Hagar taught that God beholds their debasement, and graciously attends to their cry. This Suez Canal is at once the message of the nations and of their Almighty Ruler to those unsubdued No mads, wooing them from their their self-imposed barbarism, and

" Begging them no more in battle-fields to deal,
Nor crush the nations with the iron heel,
But touched and softened by a worthy flame,
Quit sword and spear and seek a better fame,
Bidding them make all war and slaughter cease,
And ply their genuine tasks in arts of peace."

To the idolatrous past, such gigantic wonders would have been attributed to the gods, and their inventors deified. Or in later times, the selfish, power-grasping, money-loving priesthood would have striven carefully to conceal the principles of science or mechanical art exemplified in them, and instead of publishing them as public benefactions, would have locked them up in the temples and caves, to be used only for their own aggrandizement. It is evident that the spirit of progress of these latter days will countenance no more of this sort of concealment, no further mystery-making of things discoverable by human research. It demands that secrets thus discovered shall be made at once the common property of all mankind.

And this *diffusive* tendency is destined to be the key which, in the hands of Christian governments, shall unlock all the prison houses of sorcery, priestcraft, monasticism, Paganism, and slavish debasement of whatever religion, clime or soil.

It was the open *sesame* to the Japanese ports and to the heart of that exclusive repellent people. It was the wand that reft the clouds through which the Chinaman caught a glimpse of the glory of the

new world, inspiring him with strange and unaccustomed enterprise, resolutely to break the bonds of prejudice and superstition with which, for so many long centuries, his spirit had been bound, and to make his way toward the land where air, fire, water, electricity, light, sun, moon and stars all bow in obeisance, compelled to minister to the desires of the indomitable, restless, progressive spirit of American enterprise.

By the foregoing figures of speech I have sought to sketch but a dotted outline of the grand results of human progression in but two of its legitimate provinces—science and art. Within this outline are comprehended such infinitudes of details, intricate, puzzling and confounding, that the faint-hearted may well shrink from their contemplation appalled and disheartened.

Nevertheless, these identical details and intricacies are but the raw material for humanity to labor upon, and out of which to fabricate structures yet more complicated, and organizations yet more wonderful. The especial task of the present is to devise ways and means to use with greater economy, and to treasure up with less liability to loss, all that the past has so liberally provided, duly classified, labeled and arranged upon shelves ready for the immediate reference and use of the future. Among the problems requiring solution in the accomplishment of these tasks, I barely allude to two or three, selected either because of their intimate relationship with our educational interests, or because of their intrinsic importance and the influence which their solution may exert upon the future. They are problems containing functions of political, religious and social significance, in whose integration and differentiation our educational institutions of all grades must necessarily participate.

In our own land, no mention need be made of the stirring events of our recent political history, excepting to refer to its relations to the scarcely yet liberated, still degraded and down-trodden people, who were the innocent cause of our troubles. It certainly can not surprise, nor should it disconcert a nation fired with such irresistible impulses for the perpetuation of national glory that this poor people, awakened by the ambition kindled at our altars, should meekly petition for the bread of their intellectual life. Yet it can not be concealed that there are among them, if not among us, parish beadles and Bumbles, who lift up hands and roll up eyes in inexpressible astonishment at the impudent idea of this poor starving Oliver asking for "more." It is, indeed, difficult to decide whether these or those are the most destitute of the true conditions requisite to a culture which shall the most surely and speedily culminate in genuine refinement and excellence of citizenship. Similar questions are arising in other countries—demanding there, as they do here, the careful thought and judicious management of an impartial and wisely directed law-making power. In no other department is the world making history at this moment more rapidly than in the accomplishments of its schemes for the moral, religious, social and general culture of the

people. Universities, colleges, seminaries and public schools, churches, Sabbath schools, Christian associations, lyceums, teachers' conventions, peace societies, social science conventions, women's rights and female suffrage associations, societies for the advancement of science, and institutions for the diffusion of knowledge by their newly awakened zeal, unwonted activity and systematic organization of their force—all these and innumerable other organizations, are making history at this moment well worthy of the world's study, and men shall have need of brains and culture to comprehend and master their philosophy.

On the other hand, there are organizations whose objects are not so evidently pure nor benevolent, and whose influences may result detrimentally, and may go far to check the progress of these commendable enterprises just alluded to. These are the objectors and dissenters of society, who, like certain odd members of every deliberate body, uniformly vote "no" on every question submitted to a vote.

The most mischievous foes to the progress of education are those who, without themselves devising any noble or generous plan whatever, for the common good of the cause, spend their substance and energies in finding fault with what has been accomplished by those more enterprising than themselves, and in endeavoring to overturn and revolutionize what suits not their own peculiar notion of the fitness of things.

As it is well established history that all modern refining and elevating influences and rational excellencies, in short, all modern enlightenment of the masses, have followed closely in the wake of the Christian religion, and are, directly or indirectly, attributable to its divinely blessed influences; and that the precepts of no other system of morals, religion or laws, incorporate therein a tithe of the wisdom, pure principle or virtuous sentiment of that best of books, upon whose revelation this religion is founded; and as not even its avowed opponents attribute the least whatever of corrupting or of poisonous tendency to any of its teachings; in view of these admitted facts, does it display a wise and prudent forethought consistent with the true interests of education to agitate, just at this time, a movement so questionable as to its results, so radical in its nature, as that looking to its entire exclusion from the schools of our country. If it were a pestilential evil, the case would present itself differently. But this question refers to the banishment of the best of books, the only religious one absolutely free from the contaminations of sectarianism, whose continued use can effect none of those pernicious results charged, and whose banishment can accomplish no good end, other than the gratification of those who have chosen to array themselves against it.

I have already asserted that all great enterprises are inseparably linked together, and that their management will fall, ultimately, into the hands of those whose superior education will give them

power to cope with all errors, whether in the realms of natural, mental, moral, political or religious philosophy.

By far the greater number of educators are Christians who have impartial faith in the Bible as the Word of God, and as the only safe moral guide, and who believe that to destroy its influence either by proscribing it or weakening the faith of the world in its authenticity, is to destroy one of the chief pillars of government, and the greatest, if not only, safeguard against political and national ruin. With such belief in its efficacy, they would prove themselves recreant to principle, and unworthy of the glory of conquest, not to guard zealously any attempt to deprive the world, or any portion of it, of that which they believe so essential to its best good.

The insidious workings of Darwinism, evolution, development, and kindred specious and dangerous errors; the cool calculations and hypotheses of infidel philosophers with reference to the antiquity of man, and to the diversity of the origin of the races; the somewhat arrogant pretensions of Spiritualism, and the extraordinary assumptions of the so-called positive philosophy are, in the estimation of the Christian philosopher, cunning and dangerous schemes, and, as presented by their present advocates, well calculated to deceive, by a show of philosophy and by the semblance of logical fairness. The truth and error intermingled therein are proper subjects for popular study, and our system of education should look to the preparation of the public mind to judge between them, and to sift the error from the truth, a feat possible only to an intelligent and properly trained people.

The conclusions derived from the consideration of these and other circumstances and signs of the times, so far as we may have ability to study and interpret them, with reference to the kind of men demanded by the times, is that they must be of the great class, "independent thinkers:" division; thoroughly educated: order; intellectual omniversa: genus: wide-awakes: species; radical: variety; lovers of God, humanity and truth.

Whatever else may be comprehended in the perfect ideal of education suitable to the world's necessities, it must comprise the above requisites, together with those preparations which will insure to humanity the acquirement of general power, clearness of vision, dexterity of management, universality and symmetry of development, self control, celerity, tact, power of judging between good and evil, and between true and false, ability to understand wherein lies its own strength, and to direct its use in promoting virtue and opposing wrong—in short, power to accomplish not only every possibility, but even some impossibilities.

One of these impossibilities, as every teacher knows, is that of framing or devising a curriculum suitable for any given time or necessity, and satisfactory to all persons. A curriculum beginning with the A, B, C, of the infant department and ending—well! with the never ending. Since "impossibilities" can be surmounted most

conveniently by theories, at least, more easily than in fact, and as theories are, in their way, useful as vanguards to progress, and as this particular impossibility is, at this moment, causing unwonted trouble both to class theorists and to the most practical of utilitarians; I hope to be excused for venturing to present the outline of a theory of a course of study, based upon the considerations and principles noted in the foregoing rambling remarks, and extending to the close of the college course.

It is presented as a topic for meditation during your otherwise unoccupied hours, seeing that in the curriculum of this association no place is provided for the discussion of this topic.

And, do not be alarmed, in view of the lateness of the hour and the probability of being detained by the presentation of a scheme commensurate with the vast importance of the subject. (And I do confess to a schoolboy feeling that this is the great question embracing all others that may come before the association.) Outlines may be very simple and quickly drawn, yet, at the same time, may be very comprehensive. But, to the curriculum.

CURRICULUM.

First, the Primary School: Of every study necessary to enable the pupil to grasp and master that which is to follow: Q. S. (For the benefit of extreme utilitarians who do not understand classics, I will explain—sufficient quantity and *no more*.)

Second, Intermediate—The same continued.

Third, High School—The same continued.

Fourth, High School—The same continued. That is, of every study necessary to grasp and master *that which is to follow*.

You will perceive that this curriculum is universal in its application, and that it can be but satisfactory to all reasonable minds. Nevertheless, it is decidedly *radical and revolutionary*.

It would set aside, as *unnecessary*, all that laborious study of the natural sciences which consists only in the acquirement of the knowledge of facts, and by which the memory, only, is strengthened and the general information increased.

It would, undoubtedly, curtail the study of the classics in colleges, but would only pass them over to the university, to be pursued by those whose preferences impel them to philological pursuits. By the same rule it would separate and reject all purely professional and technical studies and branches thereof, excepting such portions as are involved in their philosophy—passing them over, likewise, to the university. It would introduce additions to and extend the study of every branch of that form of practical science which would diminish the labor of either acquiring or imparting useful knowledge, such as logic, rhetoric, elocution, phonography, the philosophy of the mind, of language, of history, of political government, of morals, of religion, of ethics, by all of the natural sciences, and their

universally applicable and useful facts as distinguished from those of a purely technical application.

Of all of these, and of all others not named Q. S., to enable the graduate to step from the platform of the college, through the doorway into the world, ready for any work, with intellect evenly developed, and thoroughly furnished with every power and faculty for successfully grasping and maintaining whatever department of science, or art, or accomplishing any good or great work possible to humanity.

It is a blunder into which our seminaries and colleges have fallen, to attempt to supply that which, in the nature of things, only universities can supply. Our courses of study are "crowded" with impracticabilities, and the tendency of the times is to still greater impracticabilities and absurdities. The utilitarian, a professed reformer, while he would scatter classics and higher mathematics to the winds, crying "less of the dead and more of the living, more of the practical and useful," would thereby convert our colleges into mere third-rate imitations of polytechnic schools, suitable for children only; and our public schools themselves into mimic workshops. While on the other hand, our classical antiquarians, with a confused notion of the respect due to hoary age and antique dignity, would so overload the courses with classics as to make them repulsive and shocking to the good taste of all but themselves, without seeming to consider that beyond a certain due proportion, these, also, belong to the universities. But this whole question of what shall be taught in our respective institutions of learning, now so violently agitated, may not be settled at once, nor until the waters shall have somewhat come to rest, the stones of controversy ceased tumbling so roughly against each other, and the mud of prejudice and ignorance shall have cleared away.

To the educated man of the period the settlement of this question is intrusted, and its full and complete solution is demanded as a present and urgent necessity. How much does the rate of future progress depend upon this apparently non-essential element no one may presume to conjecture. When it becomes an accomplished fact, that to every department of education shall be allotted its particular portion of the labor of developing the whole humanity, nothing less and nothing more; when text books shall be representatives of this idea, rather than of the greed of publishing houses; when all minor principles and facts, of a nature not capable nor worthy of being remembered (committed to memory,) shall be arranged upon the shelves of libraries, rather than in the archives of memory, wherein more precious things should be stored, and made immediately available, when necessary, by a reference to universal indexes, or to the future Machiavellis, if any there shall be, and when true greatness shall be understood to consist in power to accomplish *great good*, rather than in patience to endure great hardships, or to bear unreasonable burdens; and when symmetry of intellectual development

shall be esteemed as essential as that of the body, and its beauty be as charming to the soul as in ancient times were the fair daughters of men to the sons of the gods; as in those days giants were born, so of these latter day nuptials between mind and soul, between goodness and greatness, between humanity and eternal truth shall be born—the mighty men of renown, who shall need no tower of Babel to perpetuate their names, no confusion of tongues to teach them lessons of obedience to God, and of love and duty to their fellow men.

THE DUTIES OF TEACHERS IN REGARD TO TEMPERANCE.

BY PROF. RYLAND T. BROWN.

No human power of computation can measure either the importance or the responsibility of the teacher's profession. Instances may occur in which a pupil may not show a single mode of thought, or habit of life copied from his teacher. Indeed, there may be, either from the perversity of the scholar, or from the unfitness of the teacher, such an antagonism between them, that in all the long years of after life, that pupil will loathe and abhor everything that recalls his teacher to memory, and shun all his habits of life. But these cases constitute not the rule, but the rare exceptions to it. More commonly the precepts of the teacher are held as oracles not to be called in question, and even the personal habits and mode of thought and expression of the teacher who knows how to impress the young heart with an image which the years and cares of a busy life shall not efface, or the gray hairs of age bedim, are copied by the pupil and held sacred. This is human life in its common phase; and I am fully persuaded that more of us carry through life this tinge reflected from our early teachers than ever suspect it. We imagine ourselves to be original characters—inventors of our habits of action and style of speaking and writing. And perhaps in nothing are we more honest than in this. Perhaps at the very time we were putting on the habits of our teacher, we were entirely unconscious of any such thing; and probably the teacher was equally unconscious of having thus put into motion and given direction to forces that are to mould a life, and may be for eternity. What we aim at we may comprehend, but when we strike the vibrating chords of hundreds of intellects, where that vibration shall end, or on what its harmony or discord shall terminate, the Infinite Eye only, can see. These considerations bring the teacher into the most intimate relation with all the moral, social, and, even political questions of the age, and, so far as these are known to the scholars, with his religious opinions and practices.

If my tailor does me a good job, I can afford to be indifferent to his opinions on the "dram shop" question—if my shoemaker gives me a

good fit, I care not which side of the "Woman's Suffrage question" claims him, and if my butcher sells me "tenderloins" that suit my taste, I stop not to ask if he is Republican or Democrat, but I cannot afford to be as indifferent about the opinions and habits of the teacher to whom I entrust the education of my children.

The State, at the public expense, professes to educate the children of the whole country, and it is due to society, which defrays the expense of this education, that the training shall be such as to secure to the public in the coming generation, such a development of the physical, moral and intellectual powers as will be of the highest value, and will conduce to the greatest good of the community. Society rightfully claims from each individual member of the social compact, according to the capacity of that member, a contribution to the common stock of the material of public prosperity and happiness. Now, from some cause, it so happens that quite a large per cent. of all our American communities contribute nothing toward the public wealth, prosperity or happiness. The proportion of those whose habits of intoxication render them dead weights on society has not been precisely ascertained by actual enumeration, but every community has painful evidence that it is so large as to materially interfere with its prosperity and happiness. A drunkard is not only a non-producer, but is a wasteful and extravagant consumer of the products of the industrious. The drunkard not only wastes his own time and earnings, but calls into his employ an army of laborers in the capacity of saloon keepers, wholesale liquor dealers, distillers and producers of grain for distillation, whose efforts thus devoted are lost, at least so far as the public good is concerned. The extent of this pecuniary loss has been always under-estimated. The United States internal revenue affords us an estimate, approximating correctness, as to the size of this leak in the productive industry of the country. This would indicate that in the State of Indiana alone, there is annually sunk in the consumption of distilled and fermented liquors, a sum exceeding fifty millions of dollars! This does not include any of the expenses incidental to the drinking, nor the time, talent and capital employed in the traffic and manufacture of the drinks. These items must vastly exceed the mere cost of the liquors consumed. This tax on the industry and prosperity of the State, enormous as it appears, is but the smallest item in the account against this national vice. Its influence in lowering the tone of public morals, fostering idleness, and establishing schools of vice and crime, from which our prisons and poor houses are filled with felons and paupers, to be maintained at the public expense—these are the great evils which are inflicted on the moral and industrious communities by the drinking habits of society. There is no standard of value by which those injuries can be estimated.

Why is it that society, like Prometheus, with this vulture gnawing at its liver continually, sinks into a lethargy bordering on despair, and makes so little effort to rid itself of the monster? The only ra-

tional answer to that question will be found in the peculiar effect produced on the intellectual and moral powers by the habit, even when that habit falls far below extreme drunkenness. You will find it often an extremely difficult task to make men, otherwise shrewd and intellectual, comprehend the magnitude of the evil, or the possibility of society's casting off the terrible load.

The best I can do with this state of mind is, to regard it as a species of insanity; for certainly if flights of locusts annually visited our State and devoured property to the value of scores of millions; if the assassin's dagger sent to their graves hundreds of our citizens every year, who does not know that a vigorous, earnest effort would at once be made to avert such dreaded evils? I am sure that a community of sound mind and morals would, at least, decide that the subject deserved looking into. But fortunately this insanity, though general, is not universal, nor is it congenital. I have given some attention to this subject, and while I find this insane apathy attacking men who indulge in a social glass even occasionally, and especially do I find politicians and legislators alarmingly liable to its attacks, yet women are seldom affected with it, and children never.

Under this aspect of affairs, I have nearly despaired of creating a healthy public sentiment on this subject with the men who work the political and social machinery at the present time. But the possibility of forestalling this mania, and creating a healthy public sentiment in the generation to succeed us, is forcibly suggested to a reflecting mind. This matter, however, is to a very great extent in the hands of teachers, and on them devolves the responsibility for the proper use of the power for good which they may wield in this direction. There is one favorable aspect in the existing public opinion on this subject. Thousands of persons who affect to believe that intoxicating beverages are indispensable in the present state of society, and that dram shops, and like places of public resort, are forever to be permanent fixtures in our American civilization, yet they freely admit that these places of resort and the habits there acquired are not proper for women or children. Indeed, such is the growth of this healthy sentiment that it has embodied itself in a clause of our State statute, making it a penal offense to retail intoxicating drinks to minors. This indicates that in the wisdom of our legislators the habits of idleness, debauchery and drunkenness should not be cultivated in the first twenty-one years of human life.

This I regard as fortunate, indeed, as Providential, for it leaves the young appetite unperverted, the heart unbiased and the mind open to the impressions of truth in regard to the enormity of this evil. Moreover, there is many a man who would resent, as a personal insult, any advice on the subject of reforming his habit of dram drinking, who would make no objection to any advice tending to dissuade his son from forming the habits of idleness and dissipation, inseparable from the atmosphere of drinking saloons. Indeed, I have never seen a man so debased by drunkenness, that he did not wish to see

his wife and children sober. I think also that it may be fairly inferred that as the Legislature prohibited the sale of intoxicating drinks to minors, it was the intention that these should be educated to habits of sobriety. I reach the same conclusion by another road. The State has assumed the burden of a free education for all the children of the Commonwealth, looking to the greater productiveness and diminished expensiveness of an educated and intelligent community.

These being the motives prompting the creation of free schools, the State intends that such an education shall be furnished as will make her citizens most profitable in production, and least expensive in pauperism and crime; and if she means this, she intends that they should be taught to be sober; for only as the citizen is sober can this good be attained and this evil avoided.

It being the duty of the teacher, therefore, to furnish such instruction as will most effectually secure a sober life to the pupil, the first lesson should be the necessity and importance of total abstinence from all that intoxicates. This lesson should be enforced by the example of the teacher at all times and under all circumstances. Not only should the teacher be pure, in this respect, but above suspicion. No person has the necessary qualification to entitle him to discharge so responsible a duty as the care of a school, who visits places of drinking resort, even though he may never be seen to partake of the cup. I think it unnecessary here, and now, to enter into any argument to prove that an education to be effective in the issue of a sober life, must inculcate a total abstinence from intoxicating drinks, by example and by precept.

This public calamity of drunkenness—this national crime of deriving a revenue from the wreck of fortune and the ruin of character, health, energy, and all that constitutes the true value of the citizen, is not brought before the young mind in our class books and school readers with that clearness which its importance demands. Even the text books on physiology, in common use, but very indirectly introduce the subject of the influence of alcohol in deranging the vital functions and inducing disease. These unfortunate omissions but devolve on the teacher, more imperiously, the duty of personal instruction. Subjects of this nature may be very forcibly and effectually presented in the form of familiar conversations between the teacher and pupils. In this manner every phase of the evil can be fully brought out and fairly presented. Scarcely a newspaper is published but contains a robbery, a suicide, a murder, or some other shocking crime which is referred directly to the habit of intemperance. These paragraphs should be read to the school and the thought clearly brought out, that the criminal was once an innocent child, and might have been an honored and useful citizen but for that one unfortunate habit perhaps thoughtlessly—certainly unintentionally contracted. Places of resort for drinking—those hot-beds of vice and crime—should be presented to the young mind by a truthful pio-

ture of the debasing and dangerous consequences of visiting such resorts. This duty faithfully performed will, in many instances, require a moral courage in the teacher, amounting, indeed, to heroism; for the vast sums of money invested in the traffic in intoxicating liquors make the saloon a force in controlling public opinion of which none but a brave teacher will choose to provoke the opposition even in the path of a known duty.

When I think of the flood of evil—moral, social and political which is continually pouring on our country from the prevalence of this habit of drunkenness, and when I remember how nearly ineffectual has been every effort to reform the drunkard and maintain his reformation, I feel more deeply the importance of directing our labors rather to prevent than to cure the evil. Here we act on an unperverted judgment, at a period of life when impressions are most easily made and longest retained; and I have an abiding faith that by a concert of action, the teachers of this country may give to their nation a race of sober men.

As patriots and philanthropists, we are under the most solemn obligations to labor untiringly to this end. The vice we war against is not only the parent of nearly all the crimes committed, but is a power in direct antagonism to education, and everything that tends to the intellectual, moral, and social elevation of the race. With such a power our schools must wage a war that knows no truce—a war of utter extermination.

THE DANGERS INCIDENTAL TO PROFESSIONAL LIFE.

BY CLARKSON DAVIS, PRINCIPAL OF SPICELAND ACADEMY.

Perhaps the *mistakes*, rather than the *dangers*, incidental to professional life would have been a more fitting title to this essay; but, without doubt, it will be generally admitted that any practice or exercise, whether of body or mind, that has a tendency to lead into erroneous or unhealthy states or conditions, is dangerous as well as mistaken. In the term dangers it is intended more to include the tendency to form habits or peculiarities, that would mar the usefulness of the man, than to enumerate "hair-breadth escapes by flood or field," to which the members of any profession are exposed; and on an occasion like the present, it is but proper that the inquiries be limited to what concerns teachers.

The suggestion of some investigation in this direction has appeared to be in place, from the fact that in our institutes and associations we so often dwell upon the influence of the teacher and the importance of his office, that without the counteracting influence of

an occasional glimpse at the other side, there may be a danger that we sometimes resolve ourselves into something of a "Mutual Admiration Society."

A celebrated French surgeon claimed to have been able to point out a man's manual employment by certain characteristics which had become impressed upon his physical system, by the repetition of the action of the specific muscles brought into exercise by his trade or calling; and it becomes a question of interest how far those professions that are more intellectual in their nature, do, by the reflex action of the mind upon the body, produce certain manifestations which are indices to the professional life; also, how far professional peculiarities may be indulged in without interfering with a man's usefulness as a citizen of the world.

There can be no doubt, to even the casual observer of human nature, that the practice of any profession tends to induce certain habits of thought and peculiarities of expression. These, in themselves, may not be sources of danger, but when carried to the verge of eccentricity or one-ideas, they often impair a man's general usefulness. Perhaps it may be urged that nearly all great geniuses are eccentric, or men of one idea; but that does not prove it must be useful.

To the professional teacher the source of one of the first and most prominent dangers is in the constant association with persons of immature minds, and to some extent unformed characters, a danger which is heightened by the relation in which he stands to his pupils. He is accustomed to command and they to obey, (or at least such is the supposition); on questions of science, he is looked up to as authority; in the adjustment of quarrels and disputes he is to act both as jury and judge; to combine in his person the office of legislator, judiciary and executive, and day after day, and month after month, this same thing is repeated, and, unless he is careful, he is in danger of becoming impatient of opposition, pompous in demeanor, and oracular in expression. Should order be largely developed, he often becomes painfully prim and precise; or should this be wanting, he may, by virtue of his position as autocrat of the school room, deem it unnecessary to pay attention to the minor proprieties, and become negligent or slovenly.

Not long ago, a clergyman who has had opportunity for studying men, remarked to me that he thought he could always tell an old school teacher; he thought a great many of them looked like an old maid's parlor, but as he did not inform me how an old maid's parlor looked, you will have to draw upon your imagination for the picture.

But the greatest danger arising from these relations of the teacher to his pupil is the tendency they have to dwarf his mind. After teaching the same studies for a few years, he is in danger of concluding that he is sufficiently posted in them, and of making no further effort to become better acquainted with what lies beyond and outside the text book. There is sometimes a charge made against

teachers similar to the objection of democrats to General Grant, because he couldn't talk anything but "hoss," a charge, in some instances, too well founded. Another mistake, closely allied to the preceding, is the tendency of many young teachers to engage in the business without sufficient preparation. The world is moving with such speed that many seem to fear that all will soon be accomplished, and nothing remain for them to do, unless they make haste to put their shoulders to the wheel. Much of the incompetency daily witnessed in the management of schools arises from this source. How many are now teaching in the public schools of our State who know next to nothing of literature, history, nor any of the natural sciences, unless it may be a mere smattering of physiology, and whose knowledge of mathematics and of their own language is limited to a brief study of some elementary text book on grammar, an imperfect acquaintance with arithmetic, or enough of algebra to solve a simple equation. How can it be expected that such teachers will awaken an enthusiastic love of study in the minds of their pupils, when they themselves have only approached the vestibule of the temple of knowledge, and as yet know nothing of the inner sanctuary.

But such teachers are not often found at institutes and associations, so it is unnecessary to dwell further upon this topic, except to ask those who have charge of High Schools and Colleges to urge those students who expect to teach to qualify themselves worthy of their vocation.

Another danger of a somewhat opposite nature is the tendency, on the part of some to *cram* themselves with more than their minds can, or, at least, do digest, making their memory a mere lumber depository, rather than training themselves for skilled workmen. This is a fruitful source of mechanical teachers. A student of this class, in studying arithmetic, labors to obtain answers, rather than to understand principles; in grammar he writes down the analysis and correction of sentences and carefully preserves his papers, which are to serve instead of *brains*, when he shall assume the office of teacher. I have seen some of this class who had attended some Normal institution, and who came back with great portfolios full of sketches or methods of teaching; and I have also seen them assay to instruct others, both in the rudiments of an education and the art of teaching, and no Chinese tailor ever adhered more faithfully to his copy than these vendors of second-hand knowledge. The tendency to be mere imitators is a mistake against which we all need be on the guard. But while the cramming process is avoided, no opportunity should be neglected of gaining knowledge, provided it be afterwards so digested and assimilated that it will become a part of our mental constitution and organization; becomes, in fact, our own, and then as we study best methods of presenting it, we can teach as those having some degree of authority.

But the word *method* suggests another danger to which the profession is liable. I scarcely know whether to call it "hobbies" or

"method epidem'ca," probably the latter, for the malady always assumes an epidemic form.

A new method originates in a Normal School, in academical or collegiate institution, and soon becomes as contagious as whooping cough, measles, or even love sickness in a village academy. As an instance of this, we have but to recollect the introduction of the method of teaching geography by chanting the names of localities. Itinerant pedagogues traversed the country introducing the system into every school district, and teaching in two weeks all of geography that was worth knowing, for the paltry sum of two dollars, and fixing it in the memory never to be forgotten. The jaw-breaking names of Saskatchewan, Popocatapetl, &c., were rendered melodious to the tunes of Bonnie Doon, Old Dan Tucker, and Auld Lang Syne, and the inspiration of music was to be a greater incentive to study than the application of the birch had ever been. Able teachers told us that geography could not be successfully taught without it; and in many schools throughout the west, a portion of each day was given to this exercise. But the system has gradually fallen into disuse, and we are now threatened with another epidemic in this direction.

It is but a few years since there was no one study which received as much attention at all Teachers' Institutes and Associations, as Mental Arithmetic, and it was studied by all the students in the schools. We were gravely informed by educational sages, that so far as teaching arithmetic was concerned, the philosopher's stone had been discovered. Students could not be properly prepared for the active duties of life so well in any other way as by thorough drill in this science. They were taught concentration of mind, accuracy of expression and correctness in reasoning. No better treatise on logic was needed. But the excitement concerning it has subsided, and it is a question whether Mental Arithmetic now receives the attention its real worth demands.

Perhaps more than one teacher can recollect too, when, in the excitement over dumb bells, Indian clubs, poles and bean bags, he invested two or three dollars in the aforesaid articles, and in the expectation of becoming a Hercules or a Winship, he practiced vigorously for a period sufficiently long to render every muscle painfully sore, and threw aside the apparatus in disgust; or he may have introduced into his school for the benefit of his students, who soon discarded them for skates, foot balls, and other old and time-honored games.

Penmanship, in running hand, round hand, and semiangular systems have all had their time of excitement; and the same may be said of the concert method of teaching grammar, French in six easy lessons, and the Pestalozzian and Lancasterian systems of instructions. I do not say that these "epidemics" have not been to some extent useful, nor that schools have not improved within the last twenty years, but it is a serious question whether they would not have im-

proved more under different modes of treatment. Order is something that is essential to the success of every school, but there are some schools in which an order mania prevails—no time to do anything but to govern. In our attempt at thoroughness of instruction, there is a danger that we lay too much stress on drill, as we term it; treating the mind as though it were a block of marble or a lump of clay, to be fashioned into whatever shape the artist chooses, instead of a living force, possessing inherently the power of development. There may be too much drill. A naturally poor soil is sometimes rendered barren by excessive cultivation. All the culture in the world will not change a cabbage into an oak, but each may be improved by proper care.

There is one other danger with which the profession is threatened, and that is "book agents," and a multiplicity of text books; but the importance of this subject demands a special article, and must, for the present, be ignored.

But the question arises, are we to continue to make mistakes; to introduce new methods, only to abandon them? Better this than the stagnation which would follow from settling down self-satisfied with whatever may have been taught us in childhood.

But there is need, in all things, for the exercise of reason, and that teacher will best succeed who, when learning by the mistakes of himself and others, is willing to be guided by the experience of the past and to look with full confidence to the future.

WHAT IS THE IDEA OF A NORMAL SCHOOL—WHAT IS ITS NECESSITY TO THE STATE, AND HOW CAN IT BE REALIZED?

BY W. A. JONES, PRESIDENT OF THE STATE NORMAL SCHOOL.

I propose to discuss this theme in the following order:

1. What is the *idea* of the School?
2. What is the *idea* of a Normal School?
3. What is the necessity of a Normal School to the State?
4. How can the idea of the Normal School be realized?

It is a matter of vital importance that we get a clear and complete conception of what the school is, or ought to be, in its plans and purposes to meet the wants of the present. What is the ideal conception of the School of to-day which it is necessary to make real, that we may so train up the children and youth of the State that they may attain the noblest *manhood* and *womanhood*? that they may become the worthy inheritors and preservers of a Christian civilization and a Republican Government; whose territory "manifest destiny" declares shall one day be limited only by the shore lines of the surrounding oceans.

We inquire then, first:

What is the *idea* of the School of to-day?

The *primary* signification of the *word* school is leisure; a secondary meaning, leisure devoted to study; by metonymy it means a *place* for literary or other study. Hence, under the secondary meaning, there may be as many different kinds of schools as there are different departments of knowledge or art, to the study of which leisure is devoted. And we have Law, Theological, Medical, Classical, Scientific and Art Schools. The object of each of *these* schools is specific, as is seen from the term prefixed to the word school. There is also a kind of school whose object is not specific, but general. General in the sense that its object is not to instruct or impart information in some particular department of knowledge, or art, so much as it is to *educate* the human being. *This* is the "common school." "Common," because maintained at the public expense and open to all.

I repeat, the object of the common school is, education, not in a *specific*, but in a general sense.

The school is the means, education the end.

We can gain a complete idea of what the school should be only from a clear apprehension of its object—education.

What is *education*?

As popularly used, the word often denotes simply information, or the possession of facts. A man, in speaking of another's education, may make the sum of his own information, or he may make the average information of people in general of his acquaintance, the standard of comparison, and affirm that a person is well educated, or otherwise, as the sum of his information is equal to, or less, than the respective standards of comparison. There is an *element* of truth in this popular use of the word, but *thus* used, it does not convey to mind the whole truth. The literal meaning of the word education is the act of leading out. But how does this leading out process go forward? Conscious experience and observation show that the human being is endowed with certain physical and spiritual powers; that among the physical powers is a nervous system capable of receiving impressions from the external world. Impressions made upon this system result in sensation, intuition, sense-perception, self-consciousness.

It is further observed that the mind has the power of reproducing in consciousness the absent objects, and of recognizing these reproductions as objects of former sensation or perception, or as former products of its own creation. It can also reproduce these objects of thought not as they are or were, but it can combine and arrange their different elements not according to the real or original, but according to the mind's own ideals and its will.

The objects which the mind may know are diverse in their character. Some are presented from the world without, and are called object-objects. Some are presented from within, and are called subject-objects. If the mind contemplate the moon in the heavens, the

moon thus contemplated is the object-object. If the mind contemplate the moon as pictured to the mind itself, *i. e.*, conceived, reproduced. It is the subject-object. Continued attention to the former is observation, or objective study; to the latter, reflection, or subjective study.

Thirdly, it is observed that the mind has the power of perceiving the qualities and relations of things reproduced in consciousness for its contemplation.

These qualities and relations it thinks apart from the objects to which they belong, and thus forms general abstract conceptions. It classifies all objects according to the individuals and species to which they belong. Closely connected with classifying are the higher acts of tracing effects to causes, and of illustrating causes by effects. "Inductions are made by interpreting similar qualities and causes, as exhibited in experience and by experiment, and the mind thus becomes possessed of rules and principles which it applies deductively both to prove and to explain."

Hence the mind has two ways of knowing, the one called empirical, the other rational, and each has a certain authority over the other; each assists and corrects the other.

The mind also forms conceptions of time, space, cause, the beautiful and the right.

It is also observed that these various forms of activity are attended with emotions, affections, desires, volitions. The world without supplies the material; the mind within converts this material into knowledge and experience. The powers of nature without, acting through the physical organism, on the powers of mind within, draw out, educate the latter to grasp and interpret nature.

Hence the word education, in its strict application, seems to be descriptive, simply, of the mode of the drawing out process as effected, primarily, by the presentation of material objects to the senses.

But in a comprehensive sense the word is not only descriptive of the process of drawing out the faculties and powers of the soul to act upon their proper stimuli, but also to denote the objects or products of the several faculties, and the culture resulting from the evolutions of these products. Having briefly reviewed the mode of the drawing out, educating process, as given in consciousness, it is necessary, for the purposes of this discussion, to notice the chronological order in which the different faculties are primarily led to act, and also to examine the products of the several faculties and their *necessary* relation and dependence.

Consciousness testifies that the first form of mental action in order of time is sense, perception or the consciousness of the existence of external objects, here, in space. Given with this in close connection is the consciousness of self as the percipient being. Because this faculty to cognize the individual external objects as fixed in space, *here*, and the determinate state of self as *now* in time is limited in its action to the cognition of here and now objects, *i. e.*, objects present,

it is called the presentative faculty. The objects or products of this faculty are individuals, and their characteristics are *here and now*. Next in order of time and of growth is the faculty the mind has of reproducing in consciousness the individual objects of former perception, sensation or feelings. The objects or products of this faculty, like the products of the presentative faculty, are individuals; but, unlike the products of that faculty, they are representatives of them. Their characteristic is, that they represent objects, observed and experienced. They are representative, *i. e.*, present a second—they stand in place of objects previously known. Hence this form of mental action is called the representative faculty.

Last of all, in the order of time and of growth, is the power the mind has of taking the materials represented in consciousness, as before mentioned, and of dealing, not with the things themselves, but with their qualities and relations.

It is called the intelligence, the rational faculty, the reflective faculty. Its products are generalized objects, universals, as contrasted with individuals. They are named the concept, the class, the judgment, the argument, the induction, the interpretation, the system.

The orderly and logical arrangement and statement of the products of this faculty in a department of knowledge is expressed by a single word—science, which is used subjectively for the processes and objectively for the results. Language, whether it be the “production of nature, a work of human art, or a divine gift,” is the instrument which holds the products and further the processes of reason. Language is the casket, the products of the reason are the jewels it contains. “While this power is last and most reluctantly developed, its products surpass in dignity and importance the products of the other faculties. It attains to a cognition of power and laws, and from them determines what facts and events must be. By premises it *enforces* conclusions, from data, accounts for inferences, elevates observation to the dignity of science, interprets the past and predicts the future.” It is to be remarked, however, that it is only by artificial culture, of this and of the lower faculties, that these higher attainments of the reason are reached; they are referred to in this connection for the purpose of showing the capacity and possible attainments of their power.

As a rule, the spontaneous reason never reaches *science*, whether subjectively or objectively viewed. If the foregoing statements are true, it follows that the order of the educating, leading out process, is as follows: First, in time, are developed the powers of sense and outward observation; next, memory and imagination, and last, reflection or reason. In other words, the order is: First, presentation; second, representation; third, reflection. As is the order of the processes, so is the order of the products. The presentative faculty creates *individuals*, the representative faculty reproduces or represents these individuals, and the reflective faculty forms or evolves universals.

As the faculties have to each other a relation of natural succession, so their products are related in an order of mutual dependence. Objects of memory and imagination have no meaning and no reality, except as they *presuppose*, and refer to objects of sense and consciousness; and universals *have no meaning*, except as they can be applied to, and be illustrated by objects observed, remembered and imagined.

Hence, there is no *organic* relation among the *products* of the mental processes, corresponding to and growing out of the organic relation of the processes. Because this order of the processes with the relation of the products, is determined by the development of the mind itself, it is called *psychological*, as it implies antecedence and consequence, in time it is called chronological, either term being used to denote the subjective processes and the objective results.

It has been shown that the psychological order in which the *products* of the different faculties are evolved, is from the particular to the general or universal, and, since universals must include all the particular of the classes for which they stand, or, in other words, particulars *must* be included in, and evolved from universals; *therefore* the logical order of dependence of the products of the faculties, is the converse of the psychological order. What is first in logic and reason, is last in psychological development. Logically particulars are evolved from universals; psychologically universals are evolved from particulars.

Still further, we must not lose sight of the fact that the powers of the mind mentioned are not simultaneously developed. The first manifestations of mind are merely rudimental. To the observation there seems to be a feeble and confused experience of pleasurable and painful sensations. Every one has observed the blind and aimless motions of the infant, prompted by new instinct. The memory of no one preserves any distinct knowledge of the simplest external objects, or of his subjective states as known in feelings of pleasure or pain during the period of infancy. The imagination has no material out of which to shape a concept. No record is left, so far as our consciousness testifies, of objects observed or of states experienced by the soul during the earliest months, perhaps *years* of childhood.

The first manifestation of the power to know is the power to attend. Attention implies discrimination and objects discriminated. The first objects discriminated are those of sense. The child is absorbed, the first few years of his life, with gaining a knowledge of those external objects which relate first to his appetite, then with those that relate to his affections and desires. Every one has observed the infant of a year old, when presented with a new toy, turn it over, now this side, now that; inspecting its color and its form. While holding it with one hand, he touches his extended forefinger to one part, then to another, occasionally giving an expression of satisfaction, and looking up for sympathy and encouragement in his new discoveries. Next he puts the toy to his mouth, to see what the testimony

of taste is; then, excuse the expression, he whacks it upon the floor, to see what sound it gives forth. Thus, by the consecutive use of his senses, he masters the toy as an object of knowledge. Up to the sixth, seventh or eighth year, varying in individual cases, the powers of sensation and outward observation, i. e., the presentative faculty, is predominately active. The child is ever busy in finding new objects of sense to master; objects upon the earth, in the water, in the sky; objects solid, liquid and gaseous; nothing within his reach is safe from his finding, seeing, handling, biting, pounding, breaking. At about the age before mentioned, especially if left to have his own way, he has acquired a tolerably extensive knowledge of material objects, within the range of his observation.

By this time, the powers of sense and outward observation have attained such a development that this form of mental activity can be employed with such energetic attention as to evolve its products in more complete perfection, and the memory has something clearly defined to act upon, and the imagination has an abundance of material out of which to shape precepts according to its own ideals. That memory and imagination, or the representative faculty now begins to take the lead is seen in the fact that the child now begins to imitate the actions and occupations of older people. The girl finds the greatest pleasure in making new dresses according to new patterns for her doll, and in attending to the various duties of the mother of an imaginary large family.

The boy rides a stick for a horse, and puts it in the stable with hay and oats at the bridle end, and insists that the door be locked at night. At about the thirteenth, fourteenth or fifteenth year, varying with individuals, the girl lays aside her doll, and the boy his wooden horse. Each begins to manifest, by purposes and acts, by judgments expressed, by adapting means to ends, the presence and power of the reflection faculty.

Hence, those who have reflected and observed, *know* that there are three well marked stages of intellectual growth, corresponding in *their* order to the psychological order in which the faculties are developed, and in which the products of the faculties are connected. This, during the period of *infancy* and *early* childhood, the powers of sense are predominantly active, and, *during* this period, so far as their spontaneous exercise is concerned, they seem to reach their *perfected* state.

Next in order, through the remainder of childhood and on into youth, the powers of memory and imagination take the lead. And last, as man passes out of the youthful stage into the maturity of manhood, the reflective faculty assumes the control.

Let it be distinctly understood that it is *not* asserted that there is a certain period of years in which the powers of observation act and reach their perfected state while the others lie dormant; and then another long period of years in which the memory and imagination

are developed, and in which they reach their perfected state, while the powers of reflection lie undeveloped and inactive.

Not that, when it is said that the powers of sense and observation are first in order of time developed and first reach their perfected state, the co-action of the other faculties of the intellect is not excluded. The use of language by the child two years old is the evidence at once of the presence of exercise of reason, as before intimated. The several powers of the intellect act together in the earlier and in the latter stages of its growth; and in all of the stages of growth, the different faculties assist and direct one another. The action of one power does not exclude the co-action of another, yet, as the energy of the soul in its manifestations is so far limited, that one psychical state is pre-eminently a state of thinking and another of willing, so with the so-called faculties of the intellect, one form of action may be and *is* pre-eminently an act of sense, another an act of memory or imagination, and another of reflection.

What is asserted *is* that *sense must* begin before memory and imagination are possible, and that as a power in the growth of the soul, it is perfected before reason has reached its consummation.

The educating process goes forward spontaneously, in consequence of the mind's own activity. A large part of the education of every man is spontaneous, as is that of every community and of every nation.

The progress of spontaneous education in a nation may be illustrated thus: Suppose a tribe of people obtain a fixed habitation in the fertile valley of some Nile or Ganges, wherein the climate and soil are eminently fitted for agriculture. The tillage of the soil affords a safer and more certain support than plundering or the chase. Industry creates property; property requires protection by law and government. Establishing fixed principles of government gives security to life and property; the river and the ocean invite exchange and commerce; wealth is accumulated, and the latter gives *leisure-school*—to some to cultivate the arts and sciences; the education of the tribe or nation is spontaneous, and the mass of the people, who do not enjoy leisure, never gain more than a spontaneous education.

The progress of the spontaneous education of the individual may be illustrated thus:

A boy brought up in the city of Indianapolis, never enjoying the privileges of its schools, on arriving at years of maturity, would hardly be called a barbarian, although he might be a *heathen*. Indeed, he might be highly civilized, for progress in civilization consists in the multiplication of human wants, and the devising of means whereby to gratify those wants. The material and spiritual phenomena, as exhibited in a civilized, Christian community, would present themselves to his mind, which would grasp and interpret them, convert them into knowledge and experience. The kind and amount of his experience would, in the majority of cases, equal the standard of spontaneous education of the community. Every one can recall the

men and of women, too, who are, or have been, eminent in politics, in finance, in the mechanic arts, in agriculture, in every department and walk of life, and who have not received the advantages of a day's schooling. Hence, we often hear people of this class say that they would prefer that a boy be educated in the store, on the farm, or in the shop, would rather he should have that education which comes of contact with men and things than a mere school education. The education which they so value, and which is valuable, I would call spontaneous education. The peculiar traits of spontaneous education are dependent on the corresponding traits of phenomena which happen to impress themselves on the mind. A boy, on coming to years of maturity, having been subjected to the physical phenomena of China to the manners and customs and modes of thought as they there appear, would, by force of circumstances, be a Chinaman, *i. e.*, would exhibit all the traits of the Chinaman. He would become a Turk, a Russian, a Frenchman, or an American, as the physical and spiritual phenomena differ. Those who observe can distinguish a difference between an old citizen of New York City and one of Philadelphia, between a man brought up in Boston and a man in New Orleans. And there can often be distinguished a difference between the customs and modes of thought and expression of men from different sections of the same State; and all readily distinguish the difference between the countryman and the townsman; differences arising from the conscious and unconscious influences of the material and spiritual phenomena that are constantly imposing themselves upon man.

Thus starting with the inquiry, "*What is Education?*" We have attempted to show:

1. The mode of the educating process, *i. e.*, how it begins and goes forward.
2. The order of it.
3. The products of it.
4. The psychological order of the processes, and the relation of the products growing out of the relation of processes.
5. That the logical order of dependence of the products, is the converse of the psychological order of the processes and their related products.
6. That there are three well marked stages of intellectual development in youth.
7. That the educating process goes forward spontaneously. That, giving a human being, in a normal condition, and education is a necessary result.

But, it was said, the object of the *school* is education. How, then, stands spontaneous education as related to *school* education? Wherein differs the former from the latter? In this: Spontaneous education proceeds without a *plan*, purposely and intelligently devised, to bring about a specific result. It proceeds, in a manner, intuitively, and the product is what the surroundings make it. On the contrary,

school education proceeds according to a plan, consciously and purposely adopted; devised in the light of a knowledge of all the power of the being to be educated—planned with special reference to these powers.

The school may be said to regard the pupil—

1. As a being whose present and future happiness and usefulness depend on a certain amount of physical training and development; and to secure these it devises specific exercises, founded on a knowledge of the nature of the power to be trained.

2. It regards the pupil as an intellectual being, and recognizes the fact that his mind acts in different modes, which are called faculties, and, according to the office which they perform, may be called perceptive or presentative, conceptive or representative, reflective and intuitive faculties.

3. The school recognizes the fact that there is a psychological order in which the different faculties evolve their products; and that there is a *time* when each faculty, in order, attains its greatest power of activity; and that in these facts is found the rational basis for the organization and gradation of a system of schools, and for arranging the order in which the different branches of knowledge should be studied.

4. It recognizes the fact that all the forms of mental activity embraced in these faculties named are to be systematically exercised at the different periods of their development, and right habits of action established in connection with each of these faculties,

5. The subjects selected for the course of study are taken, first, with a view of their educatory value, *i. e.*, with the fact in view that they contain the material for a systematic exercise, in their natural order, of all the faculties and powers of the mind; and that material is so arranged as to be adapted to the different stages of mental development of the pupil; and the methods employed in presenting the subjects at the different stages of mental development of the pupil are such as to draw out—*educere*—into full and free activity the several faculties and powers of the mind; and, second, the subjects are selected with reference to the facts and truths which they contain, and which it is important the pupils should know, as matter of information—as furnishing to the mind of the future man and woman.

6. The school regards the pupil as a moral being whose character is to be *formed and fixed*, by training the sensibilities and the will and to this end, it instructs him in a knowledge of himself and his relations to the persons and property of others. It points out to him the effects of violated physical, mental and moral law, and compels, if need be, from the highest possible stand-point, obedience to these laws, until obedience becomes habit.

7. The school regards the pupil as a religious being, and teaches him the sanctions and duties—not of a sect, nor of a creed, but of religion.

8. The school regards the pupil in his future political relations.

It is pre-eminently in these relations that the State has an interest. All that has yet been mentioned in regard to the physical, intellectual, moral and religious education of the child, might as appropriately be aimed at in a monarchy, or an aristocracy, as in a democracy. But the political education of the citizens of a Democratic Republican State, like that of Indiana, should be widely different from the political education of a citizen of Pekin, or Paris, or London. The ideas and doctrines concerning the nature of human government which were formed in the minds of the people of this country, and which found expression in the Declaration of Independence, and which were embodied in the Federal Constitution in such forms as to carry them into practical effect, and which are *beginning* to be realized, are *radically* different from those which have been handed down from generation to generation in the old world. As the early nations have come into the light of history, they have appeared organized under some form or other of monarchy or aristocracy, no other form being possible under the circumstances. Their rulers have held their authority, not from the "consent of the governed," but by *right* of the *might* of themselves or their ancestors in seizing and retaining it.

The idea was and is to a greater or less extent in Europe, that government is a power *above* the people, supreme, sovereign—acting down upon the people and having an origin of such remote antiquity that its authority is not to be questioned or inquired into—even that the king, or emperor rules by divine right. On the contrary, the power which the government wields in this country is *not* held of its own right, but by special grant of the *people* who have constituted it. It may be modified, enlarged, abridged or annulled, at the pleasure of the people for whose benefit it was conferred and is to be exercised. In the *old* world the *rights* of the *people* are considered in the nature of grants *conferred* by the *Government*. In the *new*, the rights of the Government are grants conferred by the *people*. It is, *in theory*, the *people* who are supreme—sovereign.

"All just powers of government are derived from the consent of the governed," saith the Declaration.

It is, then, the object of the school, in the political education of its pupils, to train them up in the *spirit* of the Government, and to this end it instructs them in the origin, history and Constitution of the Government of the Republic.

Let us *recapitulate* the *points* from which the school views the pupil:

1. It views him as a physical being, whose usefulness and happiness depends on a certain amount of physical culture.

2. As an intellectual being, whose power and capacities can be perfected under certain conditions and in accordance with certain laws.

3. As a moral being capable of cognizing the right and existing under obligations and duties to himself and others.

4. As a religious being existing under certain relations to God.

5. As a political being living in relation to the State.

These points of view are determined by what the pupil is himself, and by what his relations to others are.

The consideration of the physical and spiritual powers and capacities of the human being and the conditions, laws and order of their growth, together with the consideration of the moral, religious and political relations growing out of his physical and spiritual endowments, furnish the rational basis for the plan of organization, classification and gradation of a system of schools whose object is information and culture.

If now the general theory of education, presented only in outline in this discussion, be true, it will be seen that the school is a human invention coming into existence, at a certain degree of advancement in civilization, to further and aid the progress of spontaneous education. While the direct aim of the school is the perfection of the individual, yet its influence does not terminate in the individual. The pupils educated in the schools of a State, I now mean schools of all grades, go forth into different communities and to different occupations, and by their influence and example, if they have been truly educated, impress themselves upon others, stimulating thought, industry, invention, elevating by word and by example to higher aims and nobler views of life. Thus the education of the schools through the individuals, elevates the spontaneous education of the State. The higher the degree of spontaneous education in the State, the more elaborate and perfect will be the instrumentalities provided for the school, and the more profound can be the study of nature, and of human nature and human destiny. The more perfect will the school become in its adaptation to the true wants of the people, the more rational its plans and methods. Thus the community and the school act reciprocally upon each other, and the result of this reciprocal action is *progress in civilization*.

Secondly. What is the idea of a Normal School?

The *idea* of a Normal School is derived from the idea of the *school* of which the Normal School is the direct and necessary outgrowth.

Its specific object being to train pupils to become teachers who can carry out the idea of the school, and to this end they are instructed in the science of teaching and practiced in the art of it.

With this general statement we pass to the third question:

What is the necessity for a Normal School in this State, or, for that matter, in any State?

By progress in civilization, I mean that changing state of society in which the higher social, intellectual, esthetic, moral and religious wants of every person in the State are constantly increasing, and in which the material resources of the State, as a means for the gratification of these higher wants are being as constantly increased by

industry, invention, discovery and enterprise. The granaries of a State may be bursting, its territory netted with railroads and telegraphs, its shops, and factories, and founderies, and mills, and mines the busiest in the world; its citizens may be arrayed in purple and fine linen, and fare sumptuously every day, and yet the mark of the beast will be upon the State and her citizens will go the way of all brutality, if these material resources are used as an end, and not as a means for developing and satisfying the higher spiritual aspirations and wants of its citizens.

I assume, therefore, that true progress in civilization is not only desirable as a means of promoting the happiness of every individual in the State, but that it is necessary to the preservation and prosperity of the State itself.

We have shown that education is at once both the condition and the cause of progress in civilization, and that the school is the means whereby education is carried forward. The school is, therefore, the chief instrumentality for aiding and furthering the progress of civilization, and this the State virtually acknowledges when it creates and carries into effect a free school system.

It is plain that the nearer the school approximates, in practice, the true ideal, the more efficient and valuable an instrumentality it becomes for accomplishing the purposes of its organization and support. That it may become an efficient means for making real the ideal school, suitable buildings, apparatus, etc., are essential; of these, we do not now speak. We are chiefly interested to know what attainments are implied on the part of the teacher.

1. There is implied a thorough knowledge of the facts and principles of the branches to be taught. For, how shall the teacher *teach* what he does not understand?

2. There is implied a good degree of knowledge of the powers and capacities of the human soul, the order of their development, their functions and products, gained not from the study of books merely, but from observation and introspection. For, how shall the teacher cultivate the powers of observation, when he knows not the difference between them and the powers of conception or of reflection? How cultivate the memory when he knows not the quality of a good memory, nor the condition of its culture?

How train the imagination, when he knows not the difference between it and the memory? How train the reflective powers to reason either inductively or deductively, when he knows not the difference between the two processes? How touch the sensibilities—the springs of action—when he knows not the difference between them and the will?

There is implied an analysis of the subjects to be taught with reference to the forms of mental action chiefly brought into exercise in gaining a knowledge of the given subjects, i. e., the teacher having the two qualifications—knowledge of the subject, and knowledge of the soul, can so analyze a given subject as to determine what parts

of it depend chiefly on the exercise of the senses, in gaining a knowledge of it, what chiefly on memory and imagination, and what chiefly on reflection or intuition.

This psychological analysis of a given subject, by which is ascertained the different forms of mental action brought into exercise in producing the science, and from which the order and method of presenting it to the mind of the pupil is determined, I would call the *science of teaching*, and skill in the practice of this science, the *art of teaching*.

Hence, the teacher should possess three attainments: a knowledge of the subjects, knowledge of the soul and body of man, and knowledge of the science and art of teaching.

The object of the Common School, the Academy, the Seminary and the College is general—their object is to give information and culture.

These schools, then, give the prospective teacher only to the first attainment.

For the sake of argument we may grant that the College attempts to give the second, knowledge of the soul, although, as an observed fact, the College student gains little more than an outline knowledge of the text book.

It is not within the range of the plans and purposes of these schools to do more than to give general information and culture. They may as appropriately teach the science and practice of the law, the science and practice of medicine, as the science and practice of teaching. Hence, a school whose specific object is the instruction of its pupils in the science of teaching, and practice in the art of it, is a *logical necessity*, if the *State* would make the school most efficient as an instrumentality in carrying forward its civilization.

Practical experience teaches the necessity of a normal or training school. An experience and observation of thirteen years in the schools of Illinois has convinced me that simply because a young man or woman has graduated at the High School, the Academy or the College, it by no means follows that he or she knows how to teach. The testimony of every experienced educator with whom I have conversed on this point, strengthens my conviction. The practice of the leading cities of different sections of the country confirms my opinion. The latter in this way. Boston, Cincinnati, St. Louis and Chicago have long had their normal or training schools as an essential part of their school systems, and says Superintendent Pickard, of Chicago, in speaking of the City Normal School: "Our scholars owe more to this agency than any other, I am tempted to say than to all others."

Such substantially is the testimony from the other cities. Scores of smaller cities have organized training schools in connection with their High Schools. High School graduates and others who have a competent knowledge of the subjects taught, are taken into the

training class, and instructed in methods and practiced in the art of teaching the various branches.

If it were needed, the argument from experience might be strengthened by a reference to the history of Normal Schools, their influence in raising the standard of popular education in the different States; but enough evidence has been cited to show that the argument from experience leads to the same conclusion as the other argument, viz: that Normal School training is necessary to the teachers of the State, if the State would realize the greatest benefit from its schools.

To this logical and practical conclusion the State of Indiana has come. This is shown by her recent legislation, and by the erection of a magnificent structure at Terre Haute for the accommodation of the Normal School.

The argument for its *necessity* has been made, *partly*, to show how the *wisdom* of the State is justified in the creation and support of a Normal School, and partly to set clearly before our minds the true province of the Normal School, and its relations to the other schools of the State.

Lastly—"How can the true idea of the Normal School be realized?"

To discuss this question from an entirely practical stand-point is impossible, because we are not in possession of the facts which can *only* be developed by the actual session of the school. And even if we had the facts, as they will be, we should *first* have to set clearly before our minds the ideal which we would realize, before we could make any intelligent adjustment of the facts.

Intelligent success, in any undertaking, implies a clear conception of what we wish to accomplish, as well as a thorough knowledge of the means to be used and practical wisdom in their use. Therefore, on this occasion I shall speak mainly of the conditions and plan of organization by which the idea of the Normal School, as set forth in this paper, can be eventually realized.

I *assume* the following conditions, which I conceive to be absolutely essential to success:

1. Suitable building for the accommodation of the school. *This* you unquestionably have.
2. Such boarding facilities for the students, as will place the advantages of the school within the reach of many.
3. Suitable apparatus for illustration.
4. A reference library for information.
5. An industrious, faithful, conscientious, devoted, enthusiastic and harmonious corps of teachers, each capable in his, or her, department.
6. The sympathy, encouragement, and wise counsels of the educators of the State.
7. The patronage and willing support of the people by whose suffrage the school exists.
8. That the school *attempt* no more, at first, in its aims than it can carry out in the most thorough and satisfactory manner. It is to be

remembered that a Normal School is to be planned and developed by us to meet the conditions and wants of no other State in this Union than those of the State of Indiana.

These essential conditions assumed, I will speak of the plan of organization.

1. A school including pupils from the first year of lawful school age to those of eighteen or twenty years, should be organized as a part of the general plan. These pupils should be classed according to their different stages of intellectual development. Those in whom the powers of sense and observation are most active should constitute the Primary Department. The teaching in this department should be characterized as eminently objective.

Those with whom memory and imagination are the leading forms of mental action should constitute an Intermediate Department. The teaching in this department should be both objective and subjective.

Those with whom the reflecting powers have gained considerable strength, and who have, through observation and memory, an abundance of material out of which the imagination may shape concepts, should constitute the High School. The teaching in this department should be eminently subjective.

The pupils within the respective departments should be formed into classes of convenient size, on the basis of knowledge, capacity and health. It is the human soul that is the subject of the educating process, and therefore the stage of development of that soul is the rational basis for classifying pupils with the view of organizing a system of schools.

The courses of study for each department may extend over a period of four years, the subject matter of instruction in the primary including *all* the subjects of the higher courses, and laying the foundation for them.

The three courses of study may be represented to the imagination by three concentric spheres, of which the inner one is the primary course. The second is an expansion of the first, and is the intermediate course. The third is an expansion of the second, and is the High School course. Yet each is "full orb'd and round," perfect in itself.

The three concentric spheres may represent the three stages of psychological developments as well. The inner sphere is the sense, and those in this stage are living in the senses mostly with a constant tendency to expand to the high sphere. The second sphere is the memory and imagination. It includes the former, and with those in this stage there is a constant tendency to expand to the dimension of the outer sphere, which is the reason.

There are *practical* as well as rational grounds for thus organizing a school. The average school-life of a majority of the children of the State, I think will be found to be but little more than four years. Hence it is a matter of the highest importance that they receive the

best education the schools can give. If the primary school embrace a four year's course, complete in itself, the majority of pupils will graduate from this course, and thus secure a complete and symmetrical culture finished so far as it goes.

A smaller number will enter the Intermediate Department, but once entered it will be the ambition of most to graduate. The intermediate course should include the subjects required by law to be taught in the public schools of the State. In a school thus organized, the appropriate matter and methods of instruction adapted to the different stages of mental development of the pupils are readily determined. In this school the pupil teachers should have observation and practice.

2. In theory, the Normal School assumes that its pupil teachers are admitted, having a thorough knowledge of the facts and principles of the branches to be taught. They come to the school to go through a course of careful study of the laws of physical growth and culture, and of the powers and faculties of the soul, the order of their growth and the conditions of their culture. After accomplishing this, they are to make such analyses of the subjects to be taught as will enable them to determine the order and method of teaching those subjects, and to gain skill in the art of teaching in the school of observation and practice.

This done, the Normal School would give back to the State a class of trained, artistic teachers, copyists and imitators of no man; but having within themselves the resources by which to test all methods and all plans.

Such is my idea of a Normal School as to the conditions of its success and the plan of its organization. But that this ideal may be realized, a different condition of society is implied than that which exists in any State of the Union at present. *perhaps.*

There are two elements which, in this country, will sooner or later determine precisely how extensive plans of education can be carried out in a given community or State. The former determines how much time can be taken from productive industry to be devoted to study; and the latter whether the people have sufficient appreciation of the value and necessity of education to induce them to contribute of their surplus wealth for the support of the school a longer or shorter time. I have observed that whenever plans of education have been projected without a due consideration of these two elements, the projectors have come to discomfiture.

Assuming that the average wealth and intelligence of the citizens of Indiana are equal to the average wealth and intelligence of the citizens of any other State of the Union, then these two forces mentioned will require the organization of a preparatory school, in which the pupils shall be thoroughly instructed in the conventional branches, and as much of the philosophy of method intermingled as the nature of the condition will admit. Add to this observation and practice in the model school, and that is undoubtedly all that can be accom-

plished at present. It is all that is accomplished by the best State Normal Schools in this country, so far as I am informed, and I have been at some pains to gather the facts.

The Normal School thus conducted will exert a powerful uplifting effect upon the common schools of the State. It has been shown that the schools act reciprocally on the people—the one elevating the other; and thus, if the true ideal of the Normal School be kept clearly in view, and if the facts as developed by the actual working of the school, be adjusted with reference to this ideal, pushing on toward the ideal as fast as the two forces, the wealth and intelligence of the people, will safely permit, there may be from year to year a gradual approximation towards the true idea of a Normal School.

EDITORIAL—MISCELLANY.

WE have had several orders for the December number of the *JOURNAL AND TEACHER*, which we could not fill. We regret this, but can not help it, as the issue is entirely exhausted.

WE have given the space usually occupied by editorial, book table, and official matter, to the papers, addresses and minutes of the Association.

The Association, by resolution, requested the publication of these papers and addresses. We trust none of our readers will have cause to object to this arrangement. Some of these papers are truly able and scholarly, treating themes of immediate vital importance. We bespeak for them a careful perusal by every reader of the *JOURNAL*.

EXTRA COPIES.

As several members of the Association have spoken for extra copies of this number of the *JOURNAL*, we have issued a larger number than usual. These copies will be furnished at 20 cents each, or at \$2.00 per dozen. The increase in size makes it necessary to put the price a little above subscription rates.

THE National Association of School Superintendents will hold a special session in the City of Washington, commencing Tuesday, the 1st of March, at 11 o'clock A. M. The Association will convene at the rooms of the National Office of Education, 530 G Street, in the rear of the Patent Office. A number of reports on educational subjects will be presented by some of the ablest men of the country.

We trust Indiana will be fully represented.

THE ATTICA SCHOOL BOARD has issued a report of last year's work of twenty-four pages. In the report is a programme of a three years' High School Course. In this course is one important omission, namely, Book-keeping. If needs be, one term less of Latin or Algebra, to make room for Book keeping. Physiology has a good showing, two terms. Among the rules, we find the following: "No teacher or pupil shall be allowed to use tobacco in school hours, nor in or about the school building." That has oak timber in it.

THE ASSOCIATION.

But little needs to be added to what is given in the papers, addresses and minutes here published. Without going into details, we may say the session, taken all in all, was one of the best, if not the best, ever held. The attendance was by far larger than that of any preceding session. The minutes show an enrollment of 466.

The papers and addresses, as was said above, were in several cases truly able. The addresses of Hon. E. E. White, of Ohio, and of Hon. Newton Bateman, of Illinois, were masterly presentations of the themes treated. We regret that we could not get them for publication.

The Chairman of the Executive Committee and the President desire praise for their method and dispatch. By this means, the Association went through a very heavy programme, performing also a tolerable amount of miscellaneous business.

It will be observed that in this connection we name the Chairman before the President. We do this because the *work* of the Association is in the hands of the Chairman, while the mere order or quiet is in the hands of the President.

This fact seems to justify a suggestion, namely, while some within the last two or three years have been much concerned about the Presidency, we submit that the greater concern should be about the Chairman of the Executive Committee. As above intimated, the Chairman literally runs the Association. He should, therefore, be a man of discretion, method and dispatch. With such a man as this, the machine will run, and on time. So far as our memory serves us, we have been fortunate in having such men for the last several years. This has, we suspect, been the result of good luck, rather than of thought—thought being chiefly given to the Presidency. Therefore, this office, being the working and responsible one of the Association, we would have it appreciated, and made "honorable." In point of honor, we would place it side by side with the Presidency.

We beg to make another suggestion. For the last two or three meetings, the programmes have been so full as to unduly curtail discussion. As the sharpest and most practical points are often made in discussion, we submit that in future, more time be allowed for this work. Others may not see this as we do, yet it is submitted for the consideration of the Executive Committee.

A B R O A D .

An eminent Professor in an American college, after twenty years' experience in teaching French, undertook to converse with a native Frenchman whereupon he was politely requested to speak in French and not in *Dutch*.

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No. 3.

WHAT IS A GRADED SCHOOL? AND WHAT IS THE DISTINCTION BETWEEN A PRIMARY AND GRAMMAR SCHOOL, AND A GRAMMAR AND HIGH SCHOOL COURSE OF STUDY?*

BY W. H. WILEY, SUP'T TERRE HAUTE SCHOOLS.

In discussing the subject assigned to us for this occasion, the definition of a Graded School is the first thing that engages our attention. It is a school that develops teachers, and at the same time renders their work pleasant; that symmetrically and practically educates children; that keeps in view the order of studies for the perfect development of the mind; that gains the sympathy and admiration of its patrons; that defines sharply and logically the boundaries of successive grades, and gives opportunity for thorough drill in each; "that divides the pupils into classes according to their attainments, and requires that the pupils of each class attend to the same branches of study at the same time;" that promotes only those pupils who stand satisfactory examinations for each successive grade; and, according to capacity, makes the most that can be made of all its pupils.

A Graded School system may be divided into the Primary, Grammar, and High School departments. The Primary department should embrace a systematic course of object lessons and oral instruction adapted to the ages of the pupils, and arranged with reference to an easy, natural transfer from any one stage of advancement to the

*A paper read before the State Association of School Superintendents.

next. It is of vital importance to follow the natural order of development in giving this instruction, and to spare no pains to create and maintain a lively interest among the pupils. Next comes spelling by sound and by letter, and by printing and copying the spelling exercises of the books—spell these copied exercises from memory, and after recitation re-copy all misspelled words.

Writing should embrace printed and script letters, and single words in spelling and in copy books.

Reading should be given with reference to the development of the perceptive faculties, and a proper expression or sentiment. The pupils must fully comprehend all that they attempt to read, or the exercise becomes a failure.

Local Geography belongs to this department, and should claim more careful attention than it has hitherto received. The descriptive geography of the United States, with map drawing, must be studied at this stage of advancement.

The fundamental principles of Arithmetic come next, together with extensive drills on the combinations of numbers.

Composition. There should be frequent exercises in describing, both by oral and written language, animals and plants accessible to the pupils, also the pictures found in their text books. Time occupied in this department, four years. One thought remains to be advanced in this division of the subject, of more importance than anything else which pertains to a primary school, and yet perhaps more sadly neglected than any other. I allude to the habits of the children. Obedience, punctuality, neatness, forbearance, correct ideas and methods of study, sympathy for the aged and infirm, respect for our fellow men, and fear of God and admiration of his wondrous works, can all be more effectually taught now than at any other period of life. In fact, let this golden opportunity pass unimproved, and all future efforts may result in mortifying failures. Can primary teachers, in view of these facts, rate their calling too highly? Can they be content with a meaningless routine that whiles the time

away, and makes no advancement in those things that pertain to the welfare of the rising generation? Can superintendents afford to pass by this division of their schools without serious consideration and effort to make it as perfect as possible?

The Primary department having been successfully completed, the pupils are eager to try their powers on the Grammar School course. This will consist in oral instruction, continued on a well classified set of subjects, more difficult than those in the primary grades, but not necessarily less interesting—lessons on morals and manners, descriptions of common things in oral and written language, and reproductions from memory of selections read by the teacher; recital of selections made from standard authors; general knowledge of the human body from charts and object lessons; spelling continued by writing, with definition and derivation; writing, with an analysis of the letters, and daily exercises in drill books; reading, with reference to elocution, history of literary and scientific men, and general knowledge; practical arithmetic finished, reviewed topically, and drill on similar work from other authors; geography finished, with map drawing. History of the United States completed; grammar commenced and finished, except the most difficult forms of analysis; and elementary algebra, to equations of the second degree. Time, three years.

The pupils are now ready for the High School. The course of study in this department should be as broad and comprehensive as the interests of society demand—as full and complete as the people are willing to support by means of a common fund. It should insure a thorough business education to every boy and every girl who are unable from any cause to attend college. The studies in the High School should include drills on spelling, reading, writing, declamation, and composition, throughout the course; and, in order: English analysis, ancient geography, higher arithmetic, elements of rhetoric, algebra, physical geography, natural history, physiology, natural philosophy, geometry, trigonometry, botany, outlines of history, Constitution of the United States,

rhetoric, mental and moral philosophy, logic, chemistry, English literature, astronomy, political economy, and two years on at least one of the languages, Latin, German, French or Greek. The preference of these languages is in the order named. Time, four years. If this should prove to be a more extended course than is profitable to be pursued by schools in the smaller towns, let it be pursued in order as far as desirable, and there will result a uniform system of graded schools for the State.

We have thus far spoken chiefly of the studies to be pursued in a graded system, and the order of their succession. But there are some other considerations that must be taken into the account if we would render success certain :

1. The teacher must maintain his individuality, else there is a descent to mere recitation hearing, or futile attempts to copy after some predecessor or distinguished educator. Imitation cannot be successful in school teaching. After the teacher has carefully studied the plans and methods of masters in the science, it still remains for him to be himself, and act for himself—to throw his own life and energy into his work. In fact, books, plans and theories can give only general direction in the management of a school, leaving many considerations and experiences to test the teacher's power.

2. A successful graded school requires labor on the part of the teacher. There is no royal road to geometry for the student, nor is there any flowery path of ease to the teacher's goal. There must be patient, persevering effort, with no disposition to shrink from duty. A dull routine of exercises, with no higher ambition than that pay day may come, is a disgrace to the profession, and lessens our respect for mankind.

3. In a graded school we must avoid taxing our pupils beyond their powers of endurance ; nor must we allow them to become careless. What is a more pitiable object than an overworked, enfeebled, melancholy child, with eyes ever strained to see that in which it finds no delight, and ears ever opened to hear that which serves

to increase the disparity already existing between the mind and the body? Or what is more painful than a school so demoralized as to become incapable of maintaining order, cultivating habits of self-reliance, or securing concentration of thought. To treat children as though they had a certain number of years that must be whiled away in the school house, or that must be occupied in accumulation of unsystematized facts, regardless of definite purpose, and regardless of health or symmetrical development, is a disgrace to any civilized community.

4. A graded school cannot permit delinquences and irregularities in teachers or pupils. As soon as there is lack of system and promptness in any of the school room exercises, there comes confusion, defective teaching, carelessness, imperfectly developed ideas, and demoralization, in quick succession. Preparation for school work and punctuality in the discharge of the same, are the bounden duties of every teacher who would keep pace with the spirit of the age. If he fails to comply with these requirements, he fails in his vocation.

5. A graded school must not tolerate favoritism. Wealth, dress, or personal charms, regardless of ability, cannot be allowed in a perfect school system; and any tendency in this direction is regarded with distrust by patrons, and must result in disaster if continued. The graded schools are for the poor and the rich, the humble and the great, the homely and the fair. Merit is the only standard by which advancement is measured, while the circumstances of birth and position dwindle into insignificance.

6. A few words on oral instruction, and we are done. A promiscuous talk upon a subject does not constitute real instruction; but a plain, accurate, interesting account of that which is to be of use to the children in after life, is the great desideratum. To be successful in this important part of our educational system, it is necessary for teachers to make it a most careful study; and to labor earnestly to systematize and harmonize the subjects to be considered in the different departments. Oral instruction,

carefully graded and industriously pursued, tells wondrously in favor of success to the graded school.

[Book-keeping is omitted from the high school course. No high school course should omit this practical study.—Ed.]

INFLUENCE OF TEACHING UPON THE TEACHER.

BY MISS CARRIE B. SHARPE.

How very strange would it seem for a member of an association of ministers to propose such a question for discussion as this: "Does preaching necessarily produce narrow-mindedness?" One who would dare to take the affirmative of such a question would, I fear, be deemed an unworthy member of such a body.

None the less strange would it appear for a physician at a medical institute to suggest the idea that the practice of medicine has a tendency to contract the mind, and make its followers a selfish set of men.

What farmer, even at an agricultural society, would admit that plowing, sowing and reaping, caused him to be more narrow-minded than the merchant who sells him his dry goods.

Does it seem strangely out of place for me to bring before the Association this question: "*Does teaching necessarily produce narrow-mindedness?*" *Necessarily*, I say, for I do not deny that in many cases it does produce this result.

It is a very common saying, that teachers carry the mark of their profession with them.

Many people seem to regard us as a class of beings entirely different from the rest of mankind, and not a few are the teachers who seem to have a like feeling. How many of you, my friends, have felt in your experience that teaching was making you different from others, and not only different from, but inferior to them?

Have you never felt when you left the school-room

at night, that it would be a comfort to know that you need enter it no more as a teacher?

Few, very few, are the teachers who have not had something of this feeling, at times, and it would be strange if occasionally the system did not become unnerved, and weary human nature triumph over other and better feelings. But let the teacher who habitually feels thus stop and consider well his ways and weigh his motives. Why is such an one a member of the hated profession? Is it because, thrown upon his own resources, he found this the easiest way of obtaining a livelihood? Easiest, did I say? To the fancy of such an one it is the *hardest* way, to his fancy *only*, I suspect, or he would have chosen some other field of labor.

So many and various are the avocations open to gentlemen, that it is to be taken for granted, all gentlemen teachers who are in any wise worthy the name, have a love for the work; but there are many ladies engaged in teaching who have been driven into it from force of circumstances, and who feel that they are being dwarfed in their growth because of their work, but is this the necessary consequence of teaching?

Compare, if you please, the life of a teacher with that of a sewing girl, who rises early and retires late, and can not take time to read or think, except to study the fashion plate and consider whether two or three flounces shall be put upon the dress she is making. Or, if her time be given to the adorning of the head, she spends many of the hours she ought to spend in sleep, arranging the flowers and feathers upon a hat, working even until the dawning of holy time, that her patrons may be more gorgeous in their apparel at the house of God, upon the coming day; while she is either too weary to go at all, or, if principle triumphs over feelings, and she goes, it is only to vex herself because her weary mind will wander and speculate upon the hats she sees before her instead of following the "man of God."

Far be it from me to speak lightly of those who are thus engaged, for one class of society has need of another, and all labor is honorable and dignified if done to the

honor of God, as we are commanded to do it. But is such work more ennobling than ours? Is it any easier?

Make the same comparison with any other occupation which is open to a lady, and the result is the same. In no other way can she earn the same amount of money in so little time as in teaching, unless she is so gifted that she may become a second Anna Dickenson or Elizabeth Stuart Phelps, and even then, "all is not gold that glitters." A teacher enters her school room at half-past eight Monday morning, and until half-past four her entire energies must be given to her school. Eight hours a day, for five days each week, we will suppose her to labor, and that is more than most teachers spend in the hard work of the school room. All the remaining hours of the week are her own, to use as she thinks best, besides which she has two or three months in a year when she may be entirely free from these labors.

True it is that teaching taxes both mind and body, while other employments tax only one, but what we lose in strength we gain in time.

Too weary to work or study evenings do you say? Then spend them socially, and by mingling with society become more like other people. Too weary even for that? Then you are not physically able for any severe labor, or you have not mastered your profession. To teach eight hours a day, and worry the other sixteen over one's school, is more than human nature can endure. A teacher under such circumstances is like a drowning man struggling for the shore which seems just within his reach, but as he is about to grasp it, another wave sweeps over him and he is carried back further than before, to make the same effort again, only to meet with like failure.

Master the difficulty, or leave the work, else you will most assuredly grow not only narrow minded but cross and sour. Attempt to teach nothing which you do not fully understand. Gain the respect of your pupils by making them feel that you must be obeyed, and their love by assuring them that you are their friend, and you will find that so many of

"The cares that infest the day
Will fold their tents like the Arabs,
And as silently steal away."

The children of the present generation are not angels, nor are they as near perfection as the scholars we read of, who by one kind word are entirely transformed; that the teacher has but to express a wish and he is heeded. Such children are rare, as well as such teachers. They exist only in the imagination, I fear.

Scholars who are well disciplined, who desire to do right, are subject to strong temptations, and they often yield. If they did not, would they not be superior to their teachers? Oh, teacher, whoever you are, who always see so much evil and so little good in your pupils, consider well your own ways—can you resist as strong temptations as these children have? If not, be patient with them. Do not let them have their own way, but

"Deal gently with the erring one,
As God hath dealt with thee."

Does it not seem absurd to talk of becoming narrow minded in a vocation, the sole object of which is to expand the minds of others?

Mental drill we believe to be necessary to the development of the mind, hence the use of those studies which in themselves are not at all practical. If the studying of any branch of science is favorable to the development of mind, the teaching of it is much more so. Who ever understood all the "whys and wherefores" of cube root as well in studying it as when in after years in the capacity of teacher he tried to make it plain to a class? If mental drill is of any use, the teacher surely has the advantage, for greater mental drill than that necessary for devising means of reaching the minds of dull scholars, is rarely to be found. Children are close questioners, and to keep pace with them a teacher must have an active mind. What occupation can afford stronger motive for the development of one's powers? True, a teacher may have acquired just knowledge enough to enable him to carry his class through certain text books, never permitting his pupils to ask questions concerning the subjects treated.

The "wise man" tells us that "he that ruleth his own spirit is better than he that taketh a city." Surely in this respect no one has a better opportunity of becoming mighty than the teacher. He is daily subjected to a thousand petty annoyances, with the consciousness that an angry word or hasty act on his part will be as so much fire thrown into a powder magazine, and if he be a person who cares for the future good of his pupils, and considers how much these children are under his influence, and that, too, at a time when their characters are more plastic than they ever will be again, he cannot help treading lightly the ground whereon he walks. Surely these thoughts are sufficient to cause a teacher to set a seal upon his words and a guard upon his actions.

We often hear it said that one reason why the teacher is so narrow minded, is because he has so little intercourse with the outside world. Is this true? And if true why is it so? Have we not facilities for making the acquaintance of the world at large beyond that enjoyed by any other class of society—any working class, at least?

The teacher's name becomes a familiar word in the home of each of his pupils, and in graded schools, where a teacher has a new class each year, these are not few. We may forget our pupils, but they do not forget us. If the children are our friends, it is quite certain that the parents will be ready to receive us with open hospitality, and it is an easy matter to secure their good will. So we may have the old and the young for our friends, at least, and with those between these extremes I cannot see that a teacher labors under any disadvantages which are not common to every one who labors. So there seems to be no reason why we as a class should not mingle with society.

From a careful consideration of these facts, it seems to me, while I admit as at first, that the influence of teaching upon the teacher is often such as to make him bigoted, self-conceited, and narrow minded, yet I maintain that this is not the necessary consequence, but that it is the effect of the *spirit* in which the work is done, rather than the work itself. For many are the teachers who

teach only from necessity—to whom the school room is as a prison, and who, Micawber-like, are only waiting for something to “turn up” which may forever free them from its restraints.

Is it possible for one to grow wiser and better under such circumstances?

That such an one does not use other means of obtaining a livelihood, is very good evidence that the complaint is not against teaching, but against Him who hath ordered our walks in life.

The one great motive which incites men to “be diligent in business,” is the accumulation of money, but no man, even the most miserly, reaps all the advantages of his own labor. He who cultivates the ground sees in his fields of waving grain and his well filled barns, only the promise of great gain to himself. Money was the motive which led him to plow and sow and gather into his barns. but without that labor, where would the winter’s food be found for those who are otherwise engaged.

The laborer works for and is worthy of his hire. He thinks not of the work itself but of the result, and is therewith content.

Miserable indeed is he who looks for the whole of his reward in dollars and cents. No wonder he is discontented, feeling his lot to be a hard one.

PENMANSHIP IN THE SCHOOL ROOM.—IV.

BY HENRY C. SPENCER.

MOVEMENT EXERCISES IN THE AIR.

For the purpose of acquiring suppleness of hand and arm, and impressing upon the mind the movements which produce letters, special exercises, consisting of movements in the air, may be practiced by a class in concert, the teacher regulating the movements by counting.

During these exercises, the pupils should sit in the

writing position, the right arm and hand elevated about six inches above the desk, the palm of the hand downward.

1st Exercise.—Separate the fingers, laterally, and close them, teacher counting up to ten.

2d Exercise.—Close the fingers into the palm and open them, teacher counting up to ten.

3d Exercise.—Take pen, move the hand up and down, right and left, as in beating common time for music, bending the hand at the wrist, *not* at the elbow.

4th Exercise.—Retaining the pen, straighten the thumb and first and second fingers, and then bend them quickly, as in making a slanting straight line, counting one, two, one, two, etc.

5th Exercise.—Make a large oval in the air, using the whole arm, making the shoulder the center of motion, counting up to ten.

6th Exercise.—Make capital O's in the same manner, counting for each curve.

Many other appropriate exercises may be devised by the teacher, and all the letters may be practiced in the air before writing them on paper.

SMALL LETTERS—CONTINUED.

In our November article we presented the short letters, *i, u, w, n, m, x, v, o, a, e, c, r, s*, which compose one half of the small letters. Next in order are the

SEMI-EXTENDED LETTERS,

t, d, p, q,

So called because they extend upward and downward, half way between the short or one space letters, and the extended or loop letters.

In attempting these letters, there is an increased tendency toward wrong slant. Special training should be given upon the straight lines, regulating the movements by counting. Care should be taken to secure the wedge-shaped shade in the *t* and *d*, by pressing the pen squarely upon the paper at top and diminishing the pressure towards the base; and in the *p* by increasing the pres-

sure from the middle downward and stopping square at base.

LESSON ON THE SMALL *t*.



Question.—What letter is this?

Answer.—The small *t*.

Ques.—What is its hight?

Ans.—Two spaces.

Ques.—What do you mean by two spaces?

Ans.—Twice the hight of the small *i*.

Ques.—How is this letter formed?

Ans.—Beginning at base line, extend a right curve upward two spaces, the upper half nearly straight and more nearly upright than the lower half. Press the nibs of the pen square on the paper at top and form a downward straight line on regular slant, covering the curve one half its length, the shade tapering toward the base. At base line join in a short turn a right curve extending upward one space on connective slant. Finish the letter with a short, light, horizontal, straight line, crossing the letter one half space from top, one third of its length being on the left of the letter, and two thirds on the right.

Ques.—What do you mean by connective slant?

Ans.—The slant of the curves in *i*, *u*, or *n*—40°.

Ques.—What part of the curve commencing the *t* is on connective slant?

Ans.—The first half.

Tracing the copy with dry pen is next in order. This aids the pupil in becoming familiar with the form, confirms him in correct position of hand and pen, and encourages regular movements. While the teacher names the lines or counts slowly, the pupils should move in perfect time.

Thus, "right curve," "straight line," "right curve," "horizontal straight line," or, "one," "two," "three," "four." This exercise should not continue so long as to become monotonous to the class.

The pupils are now ready for practice upon the copy, in the extra book or on trial paper.

They should be taught to regard each letter formed, the result of an experiment, to be immediately compared with the model letter in the copy, the faults detected and corrected in the order in which they occur. While these trial efforts and direct comparisons are being made, the teacher may observe the most common faults in the work of the pupils and draw them upon the blackboard. He will find no difficulty in illustrating the imperfect letters, and for the perfect letters he may refer to the charts or to the copy.



The attention of the class may be called to these letters, and they may name the faults in the order in which they occur, as one fault may be the result of a preceding one.

Ques.—What fault do you observe in No. 1?

Ans.—The first curve and the straight line are too upright, the turn at base is too broad, and the cross is curved.

Teacher.—Look at your writing. All who find first fault named, raise hands. Look again. All who find second fault, raise hands. Look again. All who find third fault, raise hands.

Question.—What faults do you observe in No. 2?

Ans.—The first curve slants too much, the straight line separates from it at top, and the cross is not horizontal.

The pupils may detect these faults in their own work, and report upon them as before.

Ques.—What faults do you see in No. 3?

Ans.—The first curve and straight line slant too much, and straight line retraces curve nearly to base. (Examine and report as above.)

Teacher.—Now endeavor to correct the faults you have discovered in your work.

It may be well to give two lessons upon so difficult and important a letter as the small *t*, the last portion of the first lesson being devoted to practicing the letter in

concert. In the copy book should be recorded their best work, the result of instruction, study, training and practice.

The plan of teaching Penmanship here presented certainly requires labor on the part of the teacher, but if the teacher is *alive* and in earnest he may in this manner secure a higher degree of excellence than is usually attained in any of the other branches taught in common schools, with no more than the usual expenditure of time.

The pride and pleasure that parents take in observing the progress of their children in this beautiful art is itself a rich reward for the teacher's labors.



The *small d* is two spaces in height and one in width. It combines principles 3, 3, 2, 1, 2.



The *small p* is one space in width, extends two spaces above base line and one and a half spaces below. It combines principles 2, 1, 3, 1, 2.



The *small q* is one space in width, extends one space above base line and one and a half spaces below. It combines principles 3, 3, 2, 1, 2, 3; the last, 2 and 3, combining to form a compound curve terminating one space above base line.

A RAILWAY train, at an average speed of thirty miles an hour, continuously maintained, would arrive at the moon in eleven months, but would not reach the sun in less than 352 years; so that if such a train had been started in the year 1516, the seventh year of the reign of King Henry VII., it would have reached the sun in 1868.

ALWAYS PREPARED—NEVER PREPARED.

SOME years since an intelligent layman said of two neighboring clergymen, "One is always ready to preach, the other is never ready." Not long since the writer became acquainted with two teachers of whom the same remark might justly be made. The one is always ready to teach—the other is never ready. Here is a great difference. Let us seek the cause of this difference.

The first is a young man in the outset of his career, who has not yet fully chosen his profession for life. In a solemn hour he sits down and thinks. He thinks. That means something more than some people imagine. Thoughts something like these crowd upon his mind: Shall I waste my energies in an indiscriminate ramble over the field of general literature and science? Then I shall be like the dog in the fable—I shall lose the reality whilst I grasp after the shadow. No; I will study, especially my own nature, affinities, and taste, and wisely choose a defined, limited object, which shall be my life-work; which shall absorb my life, and direct my energies. In the glow of excitement produced by this sublime thought, that young man arises, paces his chamber, his countenance radiant with hope, and his whole nature aroused by a thousand springs of untold activity. That countenance, before handsome, is now radiant. There, in that lonely chamber, without a carpet, with no furniture but an old desk, there is a living power which will yet make itself known in effecting beneficent changes in human affairs. Here, perhaps, is an embryo teacher, or educator. We shall see.

Not long after, that young man, with some other candidates, appears before a School Examiner to procure a license to teach. He makes a very favorable impression. You can not look upon him without feeling pleasant, and without thinking of the things that are lovely and of good report. He desires to know well what he knows, and to do well what he does. Yet he is defective in school knowledge. He commits blunders; and with ir-

repressible good humor sometimes makes capital out of them, which tend to increase sympathy and regard. He procures a certificate of a medium grade. When he reads it a slight cloud darkens his pleasant countenance. He is disappointed. He says to the Examiner, "Can you not give me a higher grade?" The Examiner, by authority, had added five per cent. for taking the SCHOOL JOURNAL. He had assumed the responsibility of adding five per cent. for his genial disposition and pleasant manners. Yet the grade was only medium, and he replied to his question, "Not with impartiality."

"If, before the expiration of this certificate, I prepare myself on those branches in which I am deficient, can you not raise the grade?"

"Yes, at any time in a regular examination, and without any extra charge."

The next month he is present at the regular examination, obtains a certificate for two years, and as he reads it—with some enthusiasm, and with a spirit which indicated noble resolve—he said, "This is something like what I desired. Still, I am not satisfied. I have made up my mind to be a teacher, and I shall now strive for a State certificate."

The Examiner detained him for some time in private conference, to encourage and properly direct him, as one in whom he had learned to take a deep interest. As he left the house the Examiner said to himself, There goes a professor in one of our best colleges, or I am no prophet. At any rate he is ready to teach; he will always be ready.

The other example was also a fine looking young man, with whom a School Examiner formed an acquaintance by a visit to his school. He was well proportioned, of genteel appearance, and noble beard. He had dignity; but it was the dignity of starch. He had accuracy; but it was the accuracy of a mechanical pointer. With his body chained to the desk, and his eye riveted on the text book, with a manner so frigid as to remind one of Nova Zembla, he proposed the printed questions of the book in a way so repulsive that there could have been little prac-

tical utility in the exercise. He had no sympathy with his theme, and his pupils no sympathy with him. The Examiner was led to these reflections: Has this noble looking young man a soul? Does he know that he has forty living souls before him, to impress, incite and guide in these interesting and ennobling truths? He was reminded that a phrenologist once attributed to him mechanical genius of a high order. He laughed at him, and said it had never yet shown itself. He quoted the old poet, and changed it to suit his purpose:

"Genius will out, though seas and skies o'erwhelm,
And mountains hide it from the face of day."

The phrenologist replied, "Be assured it will come out some time."

Now is the time, thought the Examiner, when this matter can be brought to a test. Can I not construct an automaton, that will answer in the place of such teachers, and save the State much expense. Though he was well assured that the lecturer and his science were both erroneous, at least in this application, yet he did, in imagination, construct a manikin, with springs and pointer, and a little dog to turn a crank, move the machinery, and thus grind out the process of such an education. Yet that young man had a soul. Where was the secret of his failure? He was a student of law, and had buried his soul in his law books. All his enthusiasm, all his energies were there; and needing money to purchase law books, he stepped aside for a quarter to put himself at the head of a school, for the high pursuits of which he had no affinity, no taste, no desire.

As the Examiner left the school he thought within himself, that young man may make an eminent counselor, but he will never be a teacher until he gets a little of what may be called child-nature, and puts his soul in the work of teaching children. He is not prepared to teach. With his many qualifications, he will never be prepared until he gets a soul in sympathy with his work.

MELANTHON.

STATE SUPERINTENDENTS' ASSOCIATION.

INDIANAPOLIS, IND., December 28, 1869.

THE Association met at 9 o'clock A. M., in the high school building.

The President being absent, James G. May was called to the chair.

The minutes of the last meeting were read and approved.

The regular programme was deferred until 10½ o'clock, and the condition of the colored schools in the State inquired into.

A. M. Gow, of Evansville, said, there were two colored schools in that city, which were well attended, although the colored people were so poor the children often go to school without breakfast.

J. L. Rippetoe, of Connersville, said, they had one colored school, a female colored teacher. School in good condition.

W. E. Ruble, of Vincennes, reported one colored school; colored teacher; attendance excellent.

W. H. Wiley, of Terre Haute, said, that their colored school opened under very adverse circumstances. Had no house; took colored church as last resort. Expect to build next year. Said the teachers were all anxious to see the colored schools. The per cent. of attendance for December, 97.4.

A. C. Shortridge, of Indianapolis, reported six hundred colored children in the city. About two hundred and forty of them are in the schools. He had hoped more would attend these schools. Neither the colored nor night schools have reached a class of children that ought to attend school. Four teachers in colored schools, two white and two colored; all female. Schools in good condition.

H. S. McRae, of Muncie: Character, and not color, is the condition upon which pupils enter our schools. The colored have attended the same schools with the white

for the last fifteen years. No one raises any objection. They sustain themselves well in their classes.

S. Cox, of Logansport, reported twenty-six colored children, but no provision for them to attend school.

Supt. Hobbs said he was glad to hear the subject discussed. In reply to the complaint that the colored people have not yet been taxed for schools, and that the children should be excluded until a tax is collected, he said they had always been taxed for the purpose of building school houses, and if any one should be excluded, equity would require that the white children suspend their right until the colored should catch up. The complaints against the cost of separate schools for colored children, would necessitate the admission of the scholars, as at Muncie, Chicago, &c. Experience has proved that the prejudice will rapidly disappear.

The Association proceeded to the discussion of "Teachers' Meetings." The discussion was opened by H. S. McRae, and engaged in by Messrs. Hobbs, Coyner, May, Olcott and Gow.

Miscellaneous.—Supt. Hobbs suggested as a topic for this body to consider, the amendment of the school law, that the teachers for city schools shall be examined by the School Board of the city, or by such a committee as the Board shall appoint, and not by the County Examiner.

Referred to the Executive Committee.

After the appointment of Messrs. McRae, Wiley, Rip-petoe, Cooper and Clark a committee to nominate Officers, and Messrs. Hobbs, Shortridge, Houskeeper, Butler and Gow a committee on resolutions, the Association adjourned until 2 p. m.

AFTERNOON SESSION.

The Association met at 2 o'clock.

The regular exercises were suspended for a few minutes for miscellaneous business.

On motion of Mr. Butler, a Committee of three was appointed, consisting of Messrs. Butler, Olcott and Hobbs, as a Mutual Benefit Committee, to whom application may be made at any time for advice and counsel in time of necessity.

Supt. Hobbs said he would like for every Superintendent to have a State certificate.

A. M. Gow then read a paper upon "Ethical Culture in Common Schools." The article was based upon the theory that a school is but a pocket edition of the great cyclopedia of government, and that pupils should be taught good manners and good morals, so as to enable them to act honorably and uprightly in whatever position they may be placed. The teacher should have a thorough knowledge of mental and moral philosophy. He should be a cultivated Christian gentleman. The Bible should be taken as the correct standard of morals. Each day's work should commence by reading some portion of the Scriptures, and repeating the Lord's prayer. Care should be taken in the selection of songs. These exercises should be devotional, and not merely such as to carry out a programme. As the young and tender mind can not grasp the abstract truth, the principles of moral truth should be inculcated by the system of moral stories.

The sentiment of the paper was heartily endorsed and discussed by Messrs. Hobbs, Hoss, May, Coyner and Bell.

W. H. Wiley read a paper. Subject: "What is a Graded School? And what is the Distinction between the Primary and the Grammar School, and a Grammar and High School Course of Study?" He allowed four years for the Primary, three for the Grammar, and four for the High School. The paper was brief, and showed a careful study of the subject.

The paper was discussed by Messrs. Hoss, Shortridge and McRae.

The subjects, "Truancy; its Nature and its Cure," and "Should Rules be adopted Prohibiting, in teaching certain subjects, the Use of Text Books by Teachers?" were not discussed for want of time.

It was suggested the Executive Committee call a meeting of the Association at some time during the session of the Teachers' Association.

Mr. McRae, Chairman of the Committee on Nomination of Officers, reported the following:

President—Alex. M. Gow, Evansville.

Vice Presidents—J. M. Coyner, Cambridge City ; J. C. Housekeeper, Lawrenceburg.

Secretary—J. K. Walts, Indianapolis.

Treasurer—J. T. Merrell, Lafayette.

Executive Committee—J. M. Olcott, Terre Haute; Sheridan Cox, Logansport ; Walter S. Smith, Milroy.

Adopted.

Two strangers, one from Maine, the other from Boston, spoke briefly, on invitation. The latter spoke especially on the subject of Ventilation. After a brief discussion of this subject by others, the Association adjourned, subject to the call of the Executive Committee.

The following is a list of the members in attendance:

John Cooper, Dublin; Valois Butler, Elkhart; J. M. Olcott, Terre Haute; J. K. Walts, Indianapolis; J. L. Rippetoe, Connersville; A. M. Gow, Evansville; A. C. Shortridge, Indianapolis; H. S. McRae, Muncie; B. C. Hobbs, Indianapolis; J. C. Housekeeper, Lawrenceburg; W. H. Wiley, Terre Haute; A. Oreat, Williamsport; Gillum Ridpath, Fortville; J. F. Compton, Perryville; Sheridan Cox, Logansport; George W. Hoss, Bloomington; W. A. Bell, Indianapolis; J. T. Merrill, Lafayette; J. P. Rons, Stockwell; Jacob Walts, New Albany; H. L. Rust, Tipton; E. S. Clark, Aurora; John M. Bloss, Orleans; James G. May, Salem; Walter S. Smith, Milroy; J. Wetherell, Cannelton; W. E. Ruble, Vincennes; W. J. Button, Indianapolis; Jesse H. Brown, Richmond; Geo. B. Loomis, Indianapolis; W. J. Tront, Edwardsport; W. A. Boles, Shelbyville; David Graham, Rushville; H. Greenawalt, Terre Haute; J. M. Gordan, Terre Haute; A. P. Home, Zionsville; J. S. Losey, Noblesville; James Baldwin, Noblesville; E. G. Hogate, Danville.

J. K. WALTS, *Secretary.*

A PLEA FOR A CHANGE.

WE have long been impressed with this thought, viz: that our colleges and universities have too large a catalogue of books in the course. We have seen those just entering upon a college curriculum take up a catalogue, and on looking at the list of books, they would ask, with a sigh, if all *this library* had to be studied and mastered. And such a novice would look with astonishment upon one who had completed the course, and say, "Did you study all these books?"

We believe every true student will bear us out in this assertion: If we are proficient in our studies, and have good standing in our classes, we *must* spend *almost* all the time that *should* be spent in study, in preparing lessons for recitation, and consequently have but little, if any, time for composition or general reading.

Is there a remedy for this over-crowded catalogue, and over-tasked student? Can the number of the books be lessened and no detriment to the completeness of the course, or the thoroughness of the student? We think it can.

Aside from the discipline afforded, the great object in studying the Greek and Latin, as we understand it, is to get at the true philosophy, or rather philology, of those languages. We do not read ancient languages to learn the facts of history and philosophy, of physics and metaphysics, but to understand the true gist of the languages themselves.

Such being the case, why do we read so many authors? We have distinct recollection of getting deeply interested in some book and the term would close, and with it the book. A new term would open and with it a new book, to be again laid aside when we had become somewhat familiar with it. So it continued until the "Latin Comedy" and "Greek Tragedy" were enacted and the play was ended.

Our remedy is this: We would use but three, or at most four, authors in each language. (We are speaking

now of the collegiate department, not preparatory.) Let one or two of the historians, one of the poets, and one of the orators be read; and let the works used be *thoroughly* mastered, so that we may be perfectly familiar with all the words and phrases found in them. Let Plato's Apology, and Crito and Gorgias, Horace's Odes, and all comedies and tragedies, as text books, be laid aside. How are we to compensate for this loss, if it be a loss? Let some thorough linguist prepare a book of the idioms and styles of different authors, and let it be studied throughout the Sophomore and Junior years for a weekly recitation.

My plan would be to have no Greek or Latin in the Senior year.

Would not this change lessen the student's burdens, and give him more time to obtain general information, and to improve his powers of composition.

If but one history were read, there would be time for studying the oft-neglected classics of the Old and New Testament.

We would earnestly urge upon our professors the duty of studying, and the importance of teaching these *divine* classics.

J. A. M.

OFFICIAL DEPARTMENT.

The proceedings of the State Teachers' Association having demanded the room usually allowed me, in last issue of the *JOURNAL AND TEACHER*, an account of my visit to Hamilton, Hendricks, Putnam, Marion, Johnson, Bartholomew, Jennings, Jefferson, and Madison counties, would be too stale to publish at this late date. Recent work has accumulated on my hands, and should have preference in a limited space.

In the above counties there is a general advance, in common with other places, showing that school buildings and professional skill are demanded in advance of the past. The college under the management of the Missionary Baptists at Franklin, is in excellent condition. It is assuming a permanent character, and its Freshman, Sophomore, Junior and Senior classes, are reaching encouraging numbers. The campus, buildings and all its surroundings, give it a cheerful, inviting appearance, and its Faculty show evidence that they will reach the expectations of their friends.

The town of Franklin will soon complete its elegant school building. D. D. Banta is an efficient Examiner, and is giving good shape to the educational work of the county. Greencastle has finished a superior school edifice, which was dedicated to the educational work of the Common School on the third of January, by appropriate ceremonies, consisting of addresses, sentiments and songs, all of which gave evidence of good feeling and deep interest by the citizens.

WABASH COLLEGE.

In January I made a special college visitation on the line of the New Albany Railroad, arriving at Crawfordsville on the 18th. I found this institution in excellent condition, about two hundred students in attendance. They give evidence of much good feeling, and of industrious habits. Prof. Hovey has succeeded in securing a superior geological cabinet, and the library affords a very attractive display of authors for general knowledge and scientific reference. The college has surmounted most of the embarrassments that have heretofore attended its growth. Its northern wing will soon be finished. Its endowment has reached a sum that puts its future out of jeopardy, and the Church and State can both look to it for much good work for many years to come. I had the pleasure of a ten minutes' talk to the students at the chapel service, which was attentively received. Wabash College has been built up by hard work and persistent efforts, influenced by the earnest faith of its laborers.

ASBURY UNIVERSITY.

I reached this place on the morning of the 19th, and found a cordial recep-

tion by the Faculty. Asbury has never been in so prosperous a condition as at present. It registers this year about three hundred students. Favorable reports are made of its discipline and of the good feeling generally prevailing.

I was present at the morning chapel service, and was offered an hour to address the assembled company. I had an hour's talk in reserve for them and gladly embraced the opportunity. They were good listeners and I was glad to find that they received with evident deep interest such topics as I considered of leading importance.

Asbury has become too large for its edifice, and has reached a *moulting* period, and will soon dress itself in new college halls. A bright future awaits it. May it never grow less.

BLOOMINGTON UNIVERSITY.

This institution has never exhibited more life and interest, nor greater numbers than during the current year. Its law school numbers about fifty. Its Department of Natural Science is quite attractive, and with the cabinet recently purchased of the Owen estate, containing seventy five thousand specimens, it will have superior advantages in Natural History and Geology, over any other institution in the West. Recent purchases have added greatly to its library.

In the chapel assembly room I had the pleasure of presenting many matters of interest in connection with State education, and the proper objects to be aimed at in a college and university course, in an hour's talk. I was glad to find many here as well as at Asbury, of both sexes. The experiment of united education has at both places been attended with very satisfactory results. Women are successful everywhere in preserving a scientific and literary equality where they have a fair race. I think Adam Clark was about right, after all, in his interpretation of Paul's writings.

I have thus given a very hasty outline of a rapid visit to these colleges and universities. I would be glad to say more, but space cannot be allowed me. Indiana may feel much satisfaction in contemplating her college work, without which the common school and academy must fail of success.

THE STATE NORMAL SCHOOL, TERRE HAUTE.

This Institution, which has been the subject of great educational interest to the State for many years, was opened, by appropriate ceremonies, on the 5th of January, under the Presidency of W. A. Jones, who comes to it with much experience, and a familiar acquaintance with Normal Methods. Time will, I think, prove him the right man for the place. He is aided in this work by efficient associates. The number of entries, though not large, is equal to reasonable expectations. When the winter schools shall close, a more general attendance will be anticipated. It is to be hoped that many teachers will discover it to be to their interest to become acquainted with the methods and drill here taught, that they may take these advantages into their autumn and winter schools.

I ought not to omit a neat commencement exercise that closed the autumn term of the Madison school. Nine young ladies graduated. Not a single young gentleman to give variety to their excellent essays. The Trustees of

Madison schools are earnest, live men, and are succeeding well in their work. They are up to the standard of the time, and they will maintain it. Everything was conducted in excellent taste.

On the 31st of January I visited Washington, my native county. Salem is about the same size it was forty years ago, but much better built.

Her public schools have made but little advance. In one of them I found the scholars "getting their lessons out loud," sitting wherever it suited their fancy, and changing seats at pleasure.

The old veteran, James G. May, is still at work bravely at the old stand, full of enthusiasm and professional success. He teaches a school, assisted by his son, that rises as much above par as the building falls below it. He needs, sadly, a better house—Salem needs a better. I had a good audience in his seminary hall, and afterwards was heard in the Presbyterian church on Sabbath evening. There is a good interest among many of the citizens of Salem on the subject of education, and I hope they will soon act. At "Old Blue River," three miles east, is the neat school edifice of the Friends, under the superintendence of W. Pinkham, a very successful teacher. They gave me a full evening audience. I could not visit the school.

New Albany is famous for its *own system* of city schools, having for Superintendent one of its City Trustees, Dr. E. Newland, with whom I found comfortable shelter while in Floyd county. Sometimes things work by the law of remarkable coincidences. He claims that city schools ought always to be superintended by Trustees. I doubted whether Trustees would always prove a *success*, and the most successful plan is that which is most *successful*. The schools of New Albany are very creditable in their order, scholarship, system, and educational interest. Dr. Newland is an earnest worker, and knows how to infuse his interest into those laboring with him. The city needs a new high school building, and expects soon to have one. Their new ward school is a model school edifice for adaptability and neatness of architectural design. The entire educational work of New Albany, both as regards school edifices and professional school work, is brought up on the most economical plan of any place I have visited in the State.

There is no colored school in New Albany, for want of school room. The colored people declined to let out their meeting house for this purpose, and other rooms cannot be found. A building will be erected for them next summer.

On the 8th of February, I met the Trustees of Hancock at Greenfield. This county is decidedly on the advance. The educational work, with but little exception, is free from disturbing elements. The Trustees of Greenfield have just finished an excellent school edifice, at a cost of about \$20,000. N. W. Fitzgerald is their Superintendent. A commendable interest is felt in its success, by both teachers and citizens. My evening lecture has rarely been better attended. The audience, who had given me excellent attention for an hour, were relieved by the arrival of the train, which took me to Cambridge City, to be ready to visit next morning their new school, under the Superintendence of Prof. J. M. Coyner. A stately \$25,000 edifice has recently been finished, and one of the best schools in the State is taught in it. Careful drill, neatness, method and industry are all apparent. The floor

is kept everywhere scrupulously clean, and the cobwebs are carefully swept down. A good colored school is taught in East Cambridge by a brother-in-law of the Senator from Mississippi.

Wayne county has a business like company of Trustees. They well understand school work, under the efficient administration of Examiner Jesse H. Brown. There are some places still in Wayne that might be better. She does a generous part in furnishing school funds for other portions of the State, and at the same time in keeping up her own schools. Centerville has become the owner of an excellent school building during the past year, and has a good graded school under the efficient management of Edgar Brown and sister. A good audience listened attentively to me in the evening, as I brought in review the educational system of the State, its objects and economy.

I reached New Castle, Henry county, on the morning of the 10th. A good representation of the Trustees were present. Examiner Newby had all things in readiness. A good interest prevails, through this county, in school work. There are five corporations, an unusual number for one county. A good graded school is taught in New Castle, but I was unable to visit it. The public school edifice makes a very imposing appearance externally. A large audience listened to my evening lecture. I took the 10 p. m. train to Muncie, arriving there at 11:20.

Delaware makes good reports of her educational work. Hamilton S. McRae and lady superintend the education of Muncie, and do it well. I visited all the nine departments, embracing well-graded primary, intermediate and high schools. The school rooms exhibit good taste in the way of exotics in bloom, prints, and other variety of attractions, to give relief to the mind, and make cheerful a cloudy day. I ought to apologize for talking a whole hour and a quarter at my evening lecture. I can give them credit for being patient and quiet listeners.

SCHOOL ROOMS should be swept twice a day. You may find it most convenient and economical to hire some of the students to sweep the rooms and halls, having several rooms swept at once. The work can thus be promptly done, and you can control it best. Such is the experience at Cambridge. The Trustees hire the Superintendent, and he re-lets the service to students, and thus has it under his complete control.

LET every County Examiner see that Trustees take the SCHOOL JOURNAL AND TEACHER. It can be paid for out of the Special School Fund. Official matter will then be accessible.

B. C. HOBBS,
Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

We heartily thank many of our friends for their aid in furnishing matter for our columns. We solicit a continuance of their favors, and invite a dozen more to join them.

We sincerely regret the many typographical errors in the last two issues, and trust that such shall not occur in future. We hope all readers saw that the word "deserve" should take the place of "desire" in Editorial Remarks in last number, concerning the President of the Association and Chairman of the Executive Committee. In the Minutes, we suppose it is apparent that the word "primary" should take the place of the word "present" in the resolution concerning a text-book on Physiology. Begging charity in behalf of typographers and proof-readers, other errors are passed without naming.

We suppose it a truth that any good can be abused, and thus converted into an evil. We suppose, secondly, that one of the highly prized goods of the school room, namely, order, is not an exception to this general rule. Stated in other words, order in the school room may receive so much attention as to become a source of evil.

Theoretically, this proposition is sustained by the following: 1. Order is not a prime object in school labor. Knowledge and discipline are obviously more prominent and valuable. There are perhaps others, but these serve present purposes. Stronger, order after reasonable control of certain organs and bodily movements, sinks from the rank of an end, or object, to that of a means. It becomes a means to the two higher ends named above: knowledge and discipline. Hence, to make it an end, and give it a rank with these, is an error. This becomes apparent when we remember that no mental effort however small or trivial, can be made without an expenditure of mental force. Therefore, force expended on order, cannot be expended on study. Whatever expenditure above enough, if but a single atom, made on order, is so much loss to study and development, hence is wasted.

Such is the theoretical view. The practical view is, that we have been in more school rooms than one within the last five years, in which a considerable portion of the mental energies of the pupils was wasted in attention to order. If the arm moved, it received special attention, that it should move in a cer-

tain manner and to a certain place. If pupils were to rise, a work that could be done in two seconds, thirty to fifty seconds were spent in getting ready. A seeming mental tension marked the whole school, as if all were striving to conform to some preimposed law of attitude or movement. This tension, or effort consumes force. If this consumption amounts to one-fourth, then but three-fourths remain for grammar, arithmetic, physiology, or whatever other study may be in hand. Hence our conclusion, namely, that even order, one of the highly prized goods of the school room, may be abused and thus become a source of evil. In a word, in the school room, as elsewhere, one good may trench upon another, and thus become an evil.

In conclusion we must say by way of caution, let no slipshod, disorderly teacher quote the above against order. We have not said one word in favor of disorder, only against an excess of attention to order. Read again, and see that we say, whatever expenditure above enough made on order, is loss to study, etc.

Our purpose has not been to draw the line that divides between enough and excess. That delicate and difficult task is left, for the present, at least, to the reader.

TEMPERANCE.—At the session of the State Temperance Alliance, held in Indianapolis, February 2d and 3d, the following resolutions were adopted:

Resolved, That believing that the time honored maxim that "prevention is better than cure," applies with peculiar force to the cause of temperance, we recommend as one of the most effectual means for spreading our principles, that there be a more general and thorough advocacy of them in Sabbath and common schools and the establishment of juvenile temperance organizations.

Resolved, That in order to facilitate the above teaching there is a demand for a primary text-book on physiology, which shall present more fully than any primary work extant the nature of alcohol and its evil effects on the human system.

Resolved, That Prof. R. T. Brown, who has commenced such a work as described above, be, and is hereby requested to complete it at the earliest practicable period.

This session of the Alliance, above former ones, seemed to apprehend the true policy, namely, the training of the young in temperance. Here is the element of power: "train up a child in the way he should go," etc., is applicable to intemperance as to any other habit of life. Here is where we must begin, and to do this we must work in the schools. What a people wants to appear in the life of a nation, must be put into their schools. If we want temperance in the American nation, let us teach temperance in our public schools. Let us teach every child that alcohol is a *poison*, and that like arsenic and strychnine, it kills. Let every child be taught that while strychnine affects the spinal chord, the oil of tobacco the heart, and manganese the liver, alcohol, demon like, goes straight to the citadel of the soul, the brain.

This knowledge should be formally and accurately taught from a text book, as we teach the properties of oxygen, hydrogen, or carbon, from a text book. Let this work be fully, carefully and prayerfully performed, and it will do more than all statutes and courts to promote temperance. It will go far toward raising up a generation of sober men—men hating with a godly

hatred, all liquormaking, liquorselling, and liquordrinking. Four hundred and fifty thousand children, annually taught in the schools of Indiana to understand the nature of alcohol, and as a consequence to *hate* and shun it, is no trivial consideration.

Teachers, have you all carefully considered your duties in this matter? May we all have courage and wisdom to do our duty, our whole duty, in this solemnly responsible work.

TRIBUTE OF RESPECT.—Professor C. M. Dodd, in the latter part of December, resigned the chair of Latin in the State University, to accept the chair of Mathematics in William's College, Massachusetts. The following was adopted as the sentiment of the Faculty :

"Prof. C. M. Dodd having announced his resignation of his position in the University in order to accept a Professorship in William's College, Massachusetts, the Faculty would hereby express their regret at losing one so thorough in scholarship, so efficient in discipline, and so safe in counsel; endeared also to them by the friendship which has grown out of their association with him during his connection with the Faculty. The best wishes of his colleagues go with him to his new position; and while regretting their own loss, they congratulate his Alma Mater on the restoration of her worthy son in a new and responsible relation."

We desire to call attention to the remarks of Superintendent Hobbs, on another page of this number, respecting the State Normal School, and we would urge all teachers who can to spend the spring term, which commences on the — day of March next, at this Institution. Especial instruction will be given to those who wish to improve their methods of teaching, but who are unable to spend the time required to complete the regular course of study. While it is very desirable that as many of our teachers as possible shall enter upon the full course, which will require from one to three years for its completion, yet to the experienced teacher a single term, devoted to the study of methods, and the philosophy upon which they are based, will be a paying investment. It affords us great pleasure to say that we regard the election of Mr. Jones to the Presidency a fortunate one. He has, it seems to us, a correct idea of the results to be attained, and a thorough knowledge of the details; certainly the two essential elements of success.

Mr. George P. Brown, for so many years the successful Superintendent of the Richmond schools, has been elected to a professorship, and has accepted the place. He is now on the ground and at work. The Trustees have made an excellent selection. Mr. Brown will do much toward making the success of the Institution doubly sure.

A circular has been issued, but too late for this number of the JOURNAL, containing some useful information, copies of which can be obtained by addressing President Jones, at Terre Haute. Send for a circular, and if possible attend the Normal next term.

THE BIBLE QUESTION in Cincinnati is decided for the present. The verdict has at last been rendered. Two of the judges decided in favor of the *Injunction* and one against it. So the injunction holds and the Bible is still retained in the schools. An appeal was, however, taken, and this decision may not be final.

The Bible question is one that concerns us all, and one that should be studied by all. The article in the February number of the JOURNAL, by A. M. Gow, is a very able one, and we heartily commend it. Teachers should exert themselves to put it into the hands of as many people as possible. Copies can be furnished at 20 cents each, or \$2 per dozen.

THE ADAMS COUNTY INSTITUTE met at Decatur, December 27, 1869, and continued in session five days. The entire enrollment was 64. The average attendance 53. This average is certainly good. The exercises consisted of lectures on teaching the various subjects taught in the common schools, embracing the theory and art of teaching, and discussions, special and general, on educational subjects.

Among other resolutions the following were passed:

Resolved, That, in our opinion, the teachers in the public schools of the county should give such instruction concerning the use of tobacco and ardent spirits, and their injurious effects upon the human system, as shall tend to secure total abstinence from their use. To this end, we, as teachers of Adams county, ought first to do away with these vile and pernicious habits ourselves.

Resolved, That we consider the Institute a success, and that it is our request that the Examiner call a meeting of the Adams County Teachers' Institute for 1870 at such time as is deemed best.

S. C. Bollman is school Examiner, and seems to be doing a good work. He does not forget the JOURNAL AND TEACHER.

PURDUE UNIVERSITY.—The Trustees of Purdue University recently made a definite selection of site. This is on a fine tract of one hundred acres of land on the west bank of the Wabash river, directly opposite the city of Lafayette. This land, estimated at \$50,000, is a donation from Mr. Purdue, thus bringing his entire donations to \$200,000. Mr. Purdue is ranking among the large donors to education. May he be honored and blessed in these worthy deeds.

The erection of the building will be commenced early in the spring.

PUBLIC INSTRUCTION.—Rev. Milton Hopkins, of Ladoga, Montgomery Co., was nominated for the office of Superintendent of Public Instruction, by the Democratic State Convention, at Indianapolis, Jan. 8th.

Mr. Hopkins has for some years been at the head of a seminary in Ladoga. He has not taken active part in the public school enterprises of the State, hence our knowledge of him and his work is limited to a few facts. His religious connection is with the Christian church, in which he holds, we are informed, a prominent place as a preacher.

XVth AMENDMENT.—The following are the exact words of the fifteenth amendment to the U. S. Constitution, recently adopted: "The right of the citizens of the United States to vote shall not be denied or abridged by the United States, or by any State, on account of race, color, or any previous condition of servitude."

This gives the colored man the ballot; the public schools must give him intelligence. Ignorance united with power is dangerous. Hence every voter should be educated, whatever be his color or social position.

VENTILATION.—The *Indianapolis Journal* says that one of the teachers in the Madison schools "fainted five times in one day, because of the bad air in the school room." The *Journal* adds, "they need a little civilization down there." If the facts be as above stated, we say amen to the last remark, adding that they also need a little *ventilation*, probably in the newspapers, but certainly in their school rooms.

PROFESSOR AMZI ATWATER, of Hiram College, Ohio, was on the 12th ult. elected to the chair of Latin in the State University. Prof. A. is an alumnus of this institution. For one or two years after his graduation, he held the professorship of the Preparatory Department. Having filled this position with marked satisfaction, he will be welcomed back by both students and Faculty.

The following we obtain from W. H. Wiley, Superintendent, Terre Haute schools. The January report of these schools shows the following:

Whole number enrolled for month.....	2,457
Average number enrolled.....	2,235
Average daily attendance.....	2,131
Average daily absence.....	104
Per cent. of attendance.....	95.3
Number not tardy.....	1,900
Number not absent.....	1,216
Number neither tardy nor absent.....	1,002
Number on roll of honor.....	81

From J. K. WALTZ, one of the local Superintendents of the Indianapolis schools, we learn the following: In Miss Julia Stephens' room in the 8th ward, Indianapolis, out of an enrollment of 67 pupils, only one case of tardiness occurred in 21 weeks. The grade is B Primary. Who beats that?

D. ECKLEY HUNTER's report of the Peru schools for January shows the following: Enrolled, 661; attendance, 473; per cent. of attendance, 96.1; not tardy, 453; not absent, 211; visits of trustees, 45, of others, 40. Mr. H. prints a monthly report.

At a recent meeting of the Normal School Board, Professor J. M. Olcott resigned his position in the Faculty. Reason assigned, inadequacy of salary. (Salary, as we understand, is \$1,500.) We are informed that Mr. O. takes a book agency for the present.

PROFESSOR RICHARD OWEN, of the State University, has returned from his European tour. He has delivered two interesting lectures before the students and the citizens of Bloomington, generously donating the proceeds to the benefit of the poor of the town. A third lecture is contemplated, the proceeds to be used in the promotion of temperance in Bloomington.

GREENCASTLE, Greenfield and Cambridge are rejoicing in the advantages of new school houses. These are all good houses, built after the late and improved plans.

W. B. WILSON has been appointed Examiner in Owen county, vice W. E. Leach, resigned; and Robert V. Carlin in Steuben, vice L. R. Williams, resigned.

NOTRE DAME UNIVERSITY, in South Bend, has, it is said, a professorship of the Irish language. This is a novelty.

THE number of pupils, last year, in the Institute of the Blind, was one hundred and two. Total expenses, \$47,760; \$10,000 of which were expended for heating apparatus.

THE number of inmates in the Northern Prison, December 15, was three hundred and thirty-nine. This is one of the best patronized institutions in the State.

THE Attica schools have commenced the collection of a geological and mineralogical cabinet. A good move.

THERE are three female students attending the Medical College at Indianapolis.

BLOOMINGTON has opened a night school for the colored.

A PUBLIC lecturer having used the words, "Amicus Plato, amicus Socrates, sed major veritas," found himself reported in the papers as follows: "I may cuss Plato, I may cuss Socrates, said Major Veritas."

AN incorrigible tobacco chewer brings Scripture to his aid, saying, "Let the filthy be filthy still."

A LUNAR bow and a beau by moonlight may not be identical when brought to the severe test of astronomy and optics.

A B R O A D .

—It is claimed that there are between seventy thousand and eighty thousand college graduates in the United States.

—A young lady has recently been elected County Superintendent of schools in Iowa.

—An oxygen manufactory has recently been started in New York. Yield per day, about twenty-five thousand cubic feet.

—The *Hebrew National* says there are six million Jews in the world; two hundred and sixty thousand of whom are in America.

—The Principal of the High School in Boston receives for his first year's salary \$3,500, and afterward, \$4,000.

—A company of one thousand seven hundred men, under Samuel Baker, are soon to commence an exploration of the Nile, instituting search for its source.

—The *Rhode Island School Master*, after a sleep of six months, has revived. It comes with the glow of health and youth. Welcome to our rejuvenated friend from "Little Rhoda."

—The *Kansas Journal* comes buoyant with hope. Here are its words: "Out of debt; forty pages; two thousand subscribers." This young and healthy journal has in it the quick pulse beat of the young and vigorous State it represents. Onward, Brothers Kellogg and Norton!

—The Iowa Agricultural College admits young women, employing the labor system for both sexes. Latin and Greek are excluded, but special attention is given to the English. Prof. Welch claims that he can make good English linguists by studying English language alone.

—Rome, with a population of about two hundred thousand, supports but two daily newspapers, and these are said not to be first class. Probably no city of twenty thousand in the United States fails to support two daily papers. This is Rome, but surely living Rome no more. The scream of Caesar's eagles are no longer heard, but the thunders of the Vatican are, and there's a difference.

—Prof. Davies, though once an advocate of the French metrical system, is, after fuller investigation, in doubt as to the propriety of its introduction in this country. If such be Prof. D.'s unequivocal opinion, it will lead many to think carefully before indorsing the system.

—The Report of the Superintendent of Public Instruction of Pennsylvania, shows the following for that State for last year: Number of teachers, 17,442; pupils, 815,753; average attendance, two-thirds of the above number. Monthly wages of teachers, males, \$39.00; females, \$30.52. Total expenditures for schools, \$5,986,149. Estimated value of school property, \$14,045,632.

—Hon. Theophilus Parsons has lately resigned his chair as Law Professor in Harvard University, after a service of twenty-two years.

—Female students are to be admitted to the Medical Department of Edinburg University. Query: Ought not this to take the pucker out of some of the young barbarians of the Philadelphia Medical College, who "hooted" and "howled" at the female students of that Institution?

—Our sister State Ohio divides her forces between two universities, one at Athens and one at Oxford; the former having three professors and sixty-six students in the college classes, and the latter six professors and one hundred and three students. With all respect to the powers that be in Ohio, we submit that if both were boiled down into one, the mixture would be stronger.

—The Board of Regents of Michigan University, at their meeting in January, after full and elaborate discussion, passed a resolution opening the Institution to all citizens of the State. This, we suppose, was intended to apply specifically to female students. Under the Fifteenth Amendment to the Constitution, it will apply to colored persons. Slow in moving, they made a long stride when they did move.

—Kansas shows the following for last year: Number children of school age, 92,517; in schools, 58,687. Schools kept open five months. Number female teachers, 1,118; male teachers, 896. Monthly wages, male teachers, \$37.07; female teachers, \$28.98. Amount of funds raised for educational purposes, \$565,311. Number houses, log, 338; frame, 606; brick, 35; stone, 224. Indiana has seventy-four stone houses. Kansas is ahead on this count. We pay our teachers \$37 and \$28.40, and keep our schools open four and one half months. Ahead again. Bravo, young sister, not yet in your teens!

—The following is circulated through papers and magazines; hence some presumption in favor of its accuracy. Of this, however, we give no opinion:

STATISTICS OF THE GLOBE.

There are on the globe 1,288,000,000 souls, of which 360,000,000 are of the Caucasian race, 552,000,000 are of the Mongolian race, 190,000,000 are of the Ethiopian race, 176,000,000 are of the Malay race, and 1,000,000 are of the Indo American race.

There are 3,642 languages spoken, 1,000 different religions.

The yearly mortality of the globe is 33,333,332 persons. This is at the rate of 91,554 per day, 3,730 per hour, and 62 per minute. So each pulsation of the heart marks the decease of some human creature.

The average of human life is 33 years. One-fourth of the population dies at or before the age of 7 years; one-half at or before 17 years. Among 10,000 persons one arrives at the age of 100 years.

BOOK TABLE.

PHYSIOLOGY, AND LAWS OF HEALTH: for the use of Schools, Academies and Colleges. By Edward Jarvis, M. D. New York: A. S. Barnes & Co. 12mo.; 47 pp. Retail price \$1 65.

If there is wisdom in requiring a year's study before allowing a man to take charge of a locomotive, it would seem wise that some study should be expended upon that infinitely more delicate machine, the human body, before handing it over to its owner to "run it." The locomotive has ribs of iron and thews of steel, yet strong as it is, it is not trusted to an ignoramus. But this human machine, "fearfully and wonderfully made," so delicate that a needle point may throw it from the track or stop its wheels forever, is usually given into the hands of its ignorant owner with the implied injunction, *run it as long as you can*. Some make short work of it, smashing up, and ending life in a few months; others more fortunate run longer, and others, more skilled run sixty, seventy, ninety, and in rare cases, a hundred years.

Aside from original strength of material, and occasional providential interferences, the time of use is chiefly dependent on the intelligence of the user. Physiology and hygiene are the sciences which give us the requisite knowledge.

Of the various elementary works treating this subject, we have seen none which in our opinion equals this.

First, it discards technical language almost entirely. This brings the subject within the comprehension of all who can intelligibly read the English language. Second, it gives prominence to the health view of the science, spending but little time in naming, numbering, and sizing bones, muscles or other parts or organs. This is a prime excellence of the work. Third, the subject is presented in a more than usually attractive manner. This will increase the relish for the study.

We commend this book and its subject to every teacher in the State, with the hope that such works are hastening the day when we can apply more broadly than at present the good old Roman aphorism, "*mens sana in corpore sano!*"

A BIBLE HAND BOOK, theologically arranged; designed to facilitate the finding of proof-texts in leading doctrines of the Bible. By Rev. F. C. Holliday, D. D. Cincinnati, Hitchcock & Holden: New York, Carlton & Phillips. 12mo.; 333 pp.

Any work helping us to a clearer and fuller knowledge of the Bible, should always be welcomed. The volume before us is such a work. It fulfills in an eminent degree, and beyond books in general, what the author modestly claims for it in his preface. He says, "it will be found a *time saver* to all students of the Bible, and a convenient help to young ministers and Sunday school teachers.

As a Bible reader and Sunday school teacher, I bear testimony to the truth of this statement. More, in behalf of all Sunday school teachers and Superintendents, I sincerely thank the author for having written this book. In thirty minutes, with this book, I have on several occasions collected and examined a larger number of passages on any given subject, than I could with a Concordance, in two hours. To illustrate: On turning to the subject "Peace," I find one hundred and four verses relating to it. Turning to "Temperance," I find twenty-four verses, and under its kindred head, "Christian Moderation," forty-eight verses.

Thus the reader has a bird's-eye view of all the texts bearing on any given theme. This is of great value to the Sabbath school teacher, and in many cases would be of value to the day-school teacher.

I believe this book will help many a young Christian in obeying the command, "Search the Scriptures."

A GERMAN COURSE for High Schools and Colleges, by George F. Comfort; Harper Brothers.

For the object to be obtained, namely to learn the German language, this book is arranged in matter as it should be. The idea is fully exploded, that a language can be mastered by a study of its grammar, grammar being nothing more than a collection of principles and facts. We must look at the language itself, study its forms and peculiarities, depending on grammar, as a science, simply to assist us.

The author gives, first, practical lessons for learning to read, write and speak, together with familiar conversations in German and English. Next is a compend of German Grammar, and a highly valuable and interesting article upon the history, characteristics and dialects of the language. The author seems to understand the wants of a learner of a foreign language so thoroughly that we believe he has succeeded in his aim to make the knowledge of the student of German a natural and symmetrical growth. B.

THE YOUNG COMPOSER, by Henry N. Day. New York: Charles Scribner & Co.

In this work the author has had the courage and good sense to leave the old and hard-beaten path of grammar and composition. To any one who has given the subject any considerable attention, the plan of the work will appear at once based on proper principles. The principle controlling the work is that instruction in language should proceed from the thought. We speak that we may communicate thought; first the thought, then the expression. Consequently the study of the grammar of a language must be synthetic and not analytic. We study grammar to be able to give correct expression to correct thinking; to speak well and write well. Composition exercises, especially, have as their object the cultivation of good thinking and correspondingly good expression in words.

This book throughout keeps first and prominently in view the thoughts, after which the peculiar combination of words to fit the thought.

We have not the space to give such a review of the work as its merits deserve. Teachers, we are confident, will thank us for calling attention to a sensible work on this troublesome branch of education. B.

THE AMERICAN YEAR BOOK, and National Register for 1869. *Astronomical, Historical, Financial, Commercial, Agricultural, Educational, and Religious.*

A general view of the United States, including every department of the National and State Governments, together with a brief account of foreign States, embracing educational, religious and industrial statistics; also miscellaneous essays, important events, obituaries, etc. Edited by David N. Camp; published by O. D. Case & Co., Hartford, Conn., and by Hannaford & Co., Cincinnati, Ohio 8vo, 824 pp.

I do not know how better to characterize this book than to use, under strong emphasis, the Latin phrase, "*multum in parvo*;" and to express its value to all desiring facts and figures, I may use the cognate Latin phrase, "*eade mecum*."

Here is a mine of facts from which every one may quarry, whether he be farmer, artisan, lawyer, politician, educator or minister. For instance, if a teacher desires to know the number of colleges in California, or the number of school houses, the length of term of school, the monthly wages of teachers, &c., &c., he can find all these and other kindred facts. What he finds in California, he can in general find in any other State, and to an extent in many foreign countries.

In conclusion, I will say this book should be in every public library, and is worthy a place in every private library.

MITCHELL'S PHYSICAL GEOGRAPHY, published by E. H. Butler & Co., Philadelphia.

Prof. Bracklesby, of Trinity College, Connecticut, has written a *Physical Geography* to complete the series of Mitchell's Geographies. We have looked through it with some care, and are pleased with it. The cuts are unusually good. The maps are sufficient in number and very distinct. Some of them we like better than any we have before examined. There are none, however, showing the *physical* character of the country. This we regret as a serious defect. There is no other way in which one can get a distinct idea of the general character of a country than from a map which *represents it to the eye*.

The matter of the book is well arranged, and well selected. The language is good; the descriptions are concise. We predict for the book its fair share of patronage.

B.

A TREATISE ON ANALYTICAL GEOMETRY, written for the Mathematical Course of Joseph Ray, by George H. Howison, of Washington University, Saint Louis. Published by Wilson, Hinkle & Co., Cincinnati.

Probably no works have been so generally used in the West, and so universally popular, as Ray's Series of Mathematics. The continued demand for them is evidence of their intrinsic worth and of their adaptation to the purpose designed for them. Actual use in the school room has tested them, and decided strongly in their favor.

The latest of the series is *Analytical Geometry*, a superbly bound book of 54 pages. This work treats of the principles of the science especially as applied to conic sections. The author states the effects he has in view as follows: To furnish an adequate introduction to the writings of the great masters, and to produce a book from which the topics of first importance may be readily selected by those who can not spare the time required for reading the whole work.

B.

READING AND ELOCUTION, by Mrs. Anna T. Randall. Published by Ivison, Blakeman, Taylor & Co., New York.

The object of the compiler is "to furnish choice selections of prose and poetry for school, parlor and lyceum readings," and to give a "comprehensive method of teaching the art of Elocution, with its underlying principles."

The principles and exercises are well arranged, and any teacher would be much benefited by their careful study. We infer from the selections that the authoress is of a "poetic turn of mind." More than three-fourths of her book is poetry, scarcely one-eighth being given to plain prose. We think that she has made a mistake here. For the school room we need more prose.

The selections are good, and the book well deserves a careful examination.

B.

THE MODEL SPEAKER, by Prof. Philip Lawrence. Philadelphia: Eldridge & Brother.

It is with pleasure that we say a word for a work so various and excellent in its selections, so handsome and durable in binding. Good taste and judgment have been used in compiling matter for its pages. Nothing we have seen is better adapted to declamations, readings or exhibitions in the school room. For a more adequate idea of this work, we refer our readers to the advertisement in the February number of the *JOURNAL AND TEACHER*.

B.

AMERICAN COMMERCIAL LAW, by Hon. Franklin Chamberlain, is commended as follows, by Judge Bicknell, Law Professor, State University: "It is a good book for business men, and for lawyers too; in my opinion, the best of its kind."

Judge Gregory, of the Supreme Bench, recommends it as follows: "Every banker, every merchant, as well as every lawyer, ought to have a copy of Mr. Chamberlain's work."

Published by Hannaford & Co., Cincinnati, O.

"THE OLD AND NEW," a magazine published by Houghton & Co., Boston.

The first number of this publication appeared in January of the present year. The editor is Rev. E. E. Hale, a writer of great beauty, force and acuteness. The pure, plain "people's English" has no better friend in this country than Mr. Hale. He is eminently qualified for the position of chief editor of a literary and scientific magazine.

The "*Old and New*" takes hold of live issues, such questions as concern us every day, and busy the minds of our best thinkers. It also proposes to look into the past for some lessons for the present and future. The range of topics is wider than that of any other magazine published. Its aim is to instruct, to entertain, and to improve, and if the past is any assurance for the future, it will fulfill its mission.

Each number contains about 150 pages of matter, in fair, fresh type, on heavy smooth paper. Certainly no magazine published does greater credit to its proprietors, or more richly deserves a large patronage. Among the contributors are Mrs. Stowe, Henry W. Bellows, Wm. Howe, R. W. Emerson, A. D. Mayo, J. R. Lowell and Wm. C. Bryant. B.

THE LIBERAL CHRISTIAN a weekly journal published by J. N. Hallock, New York, is an able and spirited expounder of the Unitarian faith in religion, as taught by Channing of former times and Bellows of the present. It is liberal and broad in its views, and it is, besides being a religious paper, a journal of general intelligence, of instructive family reading. It has a large circulation and is exerting a vigorous influence. B.

THE CHRISTIAN UNION is the name of a new religious paper just started by Henry Ward Beecher. Published by J. B. Ford & Co., 39 Park Row, New York. Price, \$2.50.

The fact that Mr. Beecher is at the head of this paper is sufficient to insure its success. It is strictly *Evangelical*, but wholly *unsectarian*. Those who read it will receive much good, practical advice, and but little dogmatic theology. Each number contains one of Mr. Beecher's Thursday Evening Lecture Room Talks. They alone are worth the price of subscription. We believe in "Christian Union." B.

LIPPINCOTT'S MAGAZINE has advanced to pictorial illustrations, and retrograded to stories. Good taste demands the former, and popular taste the latter. When this magazine started, it contained more solid matter than any purely literary magazine of the same size within our knowledge. We wish popular taste was such as to warrant the continuance of such matter in this and other magazines. But popular taste craves stories or novels, and publishers, like other mortals, are subject to the laws of "supply and demand."

A GRAMMAR OF THE ENGLISH LANGUAGE, by Wm. Bingham, A. M., Sup't of Bingham School. Philadelphia: E. H. Butler & Co.

The author, in his preface, says he has not attempted to make an easy work, and he certainly has succeeded wonderfully well. We have no feeling of contempt as is intimated, because some of the ancient land-marks have been removed, but it does seem as though the introduction of such constructions as the genitive and dative cases, and the gerund makes the subject a little more complicated than useful. To a pupil who is pursuing the subject of Latin at the same time, perhaps the innovations would seem less formidable, but let us not forget that the minority only study Latin. Laying aside the peculiarities of the work, it seems too much of an outline to be really practical. It would require a careful, well-posted teacher, who was able to do a great deal of *filling in*, to make it truly available. Such a teacher could use it successfully. We ask teachers to examine for themselves.

THE PHONIC ADVOCATE is a sixteen-page, double-column magazine, devoted to the spelling and writing reform, published in this city by S. L. Marrow. Price, 75 cents. We commend it to all interested in Phonics or Phonetics.

THE ATLANTIC MONTHLY still continues to command the services of some of the ablest writers in the country. The February number contains an elaborate and able article on the late Edwin M. Stanton, from the pen of Senator Wilson, of Massachusetts. This article is worth a year's subscription.

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No. 4.

"THE BIBLE SHALL NOT BE EXCLUDED FROM THE PUBLIC SCHOOLS OF THE STATE."

BY JOSEPH MOORE, PRESIDENT OF EARLHAM COLLEGE.

We are glad that the law of our State speaks as fully as it does in reference to a school exercise, which, when properly conducted, is so potent for good. We are glad it does not say that the Bible shall be excluded from the schools. We are glad it does not merely say the Bible may be allowed in the schools.

But with no disposition to find fault with either our laws or our law makers, many would, no doubt, prefer to have it say the Bible shall be read to the pupils of every department of every public school in the State. There is a difference between telling a friend on the one hand that our house shall not be shut against him, and on the other, making every necessary provision for his accommodation and then giving him warm welcome. But, however well the law may speak, and however well it may mean, while it permits the Bible in the schools, it must be apparent to all that the successful practical carrying out of the work must depend far more upon the sentiment and spirit of the teachers than upon any act of legislation. Suppose the law demanded the reading of the Bible, and the teachers were so at war with the law as to read it only in a constrained compliance with its requisitions, it would be little or no better, nay, probably even worse than to have it excluded.

I would rather have children go to school to one who

loves, believes and obeys the Book where the law forbids its being read, than to an irreverent teacher who disregards its divine precepts and principles, and at the same time reads it daily, simply that he may so fulfill the letter of the law, as to draw his pay at the close of the term.

There are those here more competent than myself to say whether the greater good will accrue to the children of the commonwealth of Indiana (as public opinion now is), by having our law as it stands, or by having it more positive and obligatory. On the question as to whether the knowledge and power of scriptural truth ought to be reverently and diligently inculcated in every school in the Union, it is to be hoped there can be no doubtful answer from the teachers here to-day; and as the pages of wisdom should be read "with the spirit and with the understanding" also, none ought to teach but Bible readers, and Bible lovers. Furthermore, as the success of the work is to depend much more on the teacher than on the laws, is it too much to hope, or desire, that the time is coming when as teachers we must pass a suitable examination to test our qualifications to read the Bible in school.

And why not? Those who examine us before we go into school would know whether we are familiar with the Constitution of the United States. Should they be indifferent as to whether we know and regard the great law which is the basis of all just and humane civil codes?

Why not as well be able to tell the story of Moses before King Pharaoh; of Moses "in the cloud and in the sea and under the shadow of Sinai," as to tell of Columbus' early education at Pavia, or of his appearing before Queen Isabella, or of his great voyages of discovery?

Why not be as well able to tell the story of David as the story of Washington? When we are speaking of kingdoms, republics and States; of wars and revolutions, of events connected with this or that administration, shall the teacher be unable to narrate the one event of all time which in type and symbol and prophecy cast its shadow long before, and the lustre of whose light and truth do follow ever after as Christ's Kingdom spreads "from sea o sea."

Christian culture certainly does tend toward the highest development of mind and body; it certainly does lie at the foundation of what makes a nation the greatest, the strongest, the happiest and the safest.

The State has the right to arrest and punish such as commit certain crimes in violation not only of the civil laws, but also of the moral law, upon which they are based. Since it is cheaper—say nothing of the value of a soul—to prevent crime than to suffer its evil influences and pay for the punishment of it—why should not the State, so far as it has the power, secure every means, not only of preventing the violation of laws, but also of successfully dealing justice to such as will violate them. Does the man who madly and sullenly opposes the reading of the Bible in the school of his district or ward, suppose that his property would be safer in the end if the book were banished from the land, and if its truths should cease to be preached? Does he think it worth nothing to mothers in the training of their sons and daughters? Does he really think that for men to grow up revering its instructions and with lives ordered according to its precepts, disqualifies them for reliable witnesses in court, or for trusty jurors, or for impartial judges? If so, his common sense and faculty of observation must be as much at fault as his piety. Is it not in the province of the law, so far as it can, to foster everything that aids directly in sustaining its own dignity and supremacy? And notwithstanding the too great neglect of the Bible through the land; notwithstanding the false swearing, and bribery, and treachery, still the extent to which the law, and those who execute it, are indebted to the influence of the volume which contains both law and gospel, has never been estimated nor appreciated. Well may the law say the Bible shall not be excluded from the public schools.

But keep it before us that it will be of little avail for the State to say this through its laws, unless it can say it through its teachers. By all means, then, let teachers, by united voice and action, respond to the statute. There are yet too many teachers in Indiana who neglect or but

half avail themselves of this invaluable auxiliary to a higher Christian education among their pupils. We teach what we ourselves feel, we breathe into our pupils the breath of our own spirits, they are positively or negatively electrified, or not electrified at all, according to our condition; in a word, we teach what we ourselves are, and not what we may assume. Reading any book is not merely calling the words. If a man would have Homer or Virgil read to his sons, he would say let it be by a reader that can feel something of the old master's fire kindling in him—that can catch Homer's spirit. And what a power for good has that teacher whose soul is so attuned to the divine harmony of the word of inspiration, that it thrills with its touching narrative, or glows with its love, or sings with its praise, or fires with its zeal, or expands with the grandeur of its prophetic visions till the light of truth glows in his voice and look. Who has followed the history of the Book from the dark ages through the days of Wycliffe, and Tyndal, and Luther, to the present time without admiring the invigorating, vitalizing, enlightening and christianizing influence of a free Bible? The public schools are, in the fullest sense of the word, the people's school, as the Bible is the people's book.

A mere glance at the countries and the times in which it has and has not been the people's book, must impress us with the danger of its neglect. Compare the charming, fertile, sunny climes of Italy and Spain, with Scotland, Prussia, or cold, drear Scandinavia, or even with bleak, verdureless Iceland, and the difference is too plain to require comment. Compare the Mexicans, whose history antedates ours, with the Sandwich Islanders, who, within the memory of the oldest teachers of to-day, were the basest of idolators. The dissolved ashes of Wycliffe's burnt bones have scarcely been worked into the structure of these far off coral reefs, ere his Bible goes there to enlighten the people under the shadow of their palms.

What was the condition of England's social and religious life when an irritated Romanist said to Tyndal, who was translating the Bible into the common tongue,

"It were better to be without God's laws than without the Pope's," to which Tyndal replied, "If my life be spared I will cause that a boy that driveth the plow shall know more of the Scriptures than you do." A few years later, when they were beginning to print Tyndal's translation, the Vicar of Croydon, in a sermon at St. Paul's Cross, London, said: "We must root out printing, or printing will root us out." About one hundred years before this, when Wycliffe's first translation appeared, a monkish doctor uttered the following lamentation: "This Master John Wycliffe has translated the Gospel out of Latin into English, so that by this means it is made vulgar, and made more open to laity, and even to women, (who can read), than it used to be to the most learned of the clergy and those of best understanding."

In what striking contrast are the words of Chrysostem, uttered more than fourteen hundred years ago, ere yet the Church had shut up the Bible from the people: "For," he says, "the Holy Spirit hath so attempered the Scriptures that, in them, as well as publicans, fishermen and shepherds may find their edification, as great doctors their erudition. Here all manner of persons, men, women, young, old, learned, unlearned, rich, poor, priests, laymen, lords, ladies, officers, tenants, and mean men; virgins, wives, widows, lawyers, merchants, artificers, husbandmen, and all manner of persons of what estate or condition soever they be, may in this book learn all things what they ought to believe, what they ought to do and what they should do, as well concerning Almighty God as also concerning themselves and others." How appropriate this, to be reiterated in this day, of the Book which is bequeathed in common to all ages, times, peoples, conditions. Would it could be quoted throughout all our State. There are thousands of parents in Indiana to-day who can not read to their children at home. There are thousands more who can barely read, and simple as is the language in which the Gospel truth is told, yet they cannot read it understandingly. There are thousands more who do not care to read it to their children, and though in all these homes instruction

In piety and virtue may not be utterly neglected, it is but too plain that in a large proportion of them moral and religious instruction is banished from the family—the fittest of all places for such training. How all the more important that teachers should say the Bible must not be excluded from the people's schools. Although the State, through its schools, can never fully do the work which so many parents neglect, it is none the less needful that it should do what it can in self-preservation. The State educates its soldiers in self-preservation, but a republic must rely far more upon the intelligence and virtue of its people than upon standing armies. There's a mightier defence in the intelligent Christian mothers of our land, than in its arsenals and forts. With godly families, and schools in which as far as may be, the masses of the children are taught to reverence divine authority and truth, we shall have power as a nation—if not to stand against the world, to stand against the "flesh and the devil"—foes far more likely to consume us (if we read the signs of the times) than the power of any foreign foe. The combined armies of the world cannot protect us against infidelity, lust, avarice, vanity and national vices and corruptions. Our country's greatest enemies she is carrying in her bosom. The three greatest are, perhaps, ignorance, irreverence for the authority of God and man and an enmity toward our free institutions, the last of which shows itself, in part, in an opposition to the simple text of the Bible as a means of moral and religious instruction in our schools.

Does the army of teachers sufficiently regard the circumstances that are accumulating about us, warning us to all vigilance, diligence and wise action as educators of a nation's youth?

That Anglo-Saxon element which was transplanted to our eastern shores, basing its laws and institutions upon the religion of the Bible, grew to be the power of the new continent, and humanely unbarred its gates to the world. The nations are still pouring in from the east; four millions of bondmen were lately set free in the South; the Indians form no inconsiderable item in the western inte-

rior, and broad Cathay is swarming in at the Golde Gate, and must meet Ireland and Germany somewhere along the iron bands by which our shores unite. And what shall be done for such a mass of humanity, which, in common with ourselves, belongs to the great brotherhood of man, but who, in the main, are in the manacles of ignorance and superstition, and as to religion, holding almost every view from Protestantism to Atheism and Budhism. Can the laws and the religion which advocate an open Bible and free institutions maintain their supremacy against influences so hostile? Shall any power in our country, owing its existence and its growth among us to the liberality of our Government, lift the parricidal hand to strike the people's book from the people's schools? If ever the lovers of God and of country, and of all people of every religion, and of no religion, have had a call to show their faith by their works, we have it now. Our brief history presents no time when there has been a more really pressing demand for the wide diffusion of that culture which is the strength of a republic, than now.

"Our fathers to their graves have gone:
Their strife is past; their triumph won;
But sterner battles wait the race
Which rises in their honored place—
A moral warfare, with the crime
And folly of an evil time."

It is a significant fact that those who have gone to foreign lands as missionaries have never made any considerable progress till they have put into the people's hands the Bible in their own tongues. Shall we who have it in our tongue and who owe so much to its influence, cast it from us and say it is useless in home missions? Teacher of to-day, magnify thine office. Thy mission is divine. Teacher of to-day, look to it, "Who knoweth whether thou art come to the kingdom for such a time as this." Take the spirit of the Crucified in thy heart and His divine oracles in thy hand and hasten to guard thy country's strongholds—the intelligence and virtue of the masses of her people.

Finally, we would give it as a reason why no State or county should exclude the Bible from its schools: That of all books it inculcates the truest patriotism, the high-

est courage, the most exalted heroism, and the most complete development of manly principle. It imbues with the spirit of Him who loved, not a country, merely, but the world.

True, it does not teach us to restrict our interests within certain geographical boundaries—to love just to the brink of a river or ocean boundary, or to the summit of a certain range of mountains. It does not teach us to show our patriotism by vaunting of our greatness, or by sporting our eagle, and forgetting that other climes are equally objects of our great Father's regard. As He has given us a book, written through the course of sixteen centuries, and by more than forty different authors, on such a multiplicity of subjects, centering on the one great theme, and containing stores of wisdom, which the generations of all the centuries can not exhaust, so He has given us a world of land and ocean, mountain and vale, lake and river, cold and heat, tree and prairie, waste and fertile, varied enough and wide enough for us all, that we might live peaceably together as His family. No other book so cultivates the love of home. He who loves humanity and home must love his country.

That American who rejoices to see the respective banners of all nations waving over an intelligent, peaceful, prosperous people, can surely never love our own dear flag the less. The Bible lesson that he who seeks another's welfare also promotes his own, is as true of nations as of individuals. "He that watereth shall himself be watered."

And not only does the book foster a courageous spirit, but this courage of the highest order. The godly men of all times fearlessly denounced the sins of their day, whether committed by kings or beggars, and regardless of threats or rewards. Joseph and Daniel, Ezra and Mordecai, holding the highest offices and commissions under kings, would, neither for bribes nor entreaties, nor threatenings, swerve from their honest course. Our school boys and girls will find a Bible hero renouncing a throne to suffer affliction with the people of God. Two heroes, on another occasion, when charged by the au-

thorities to speak no more in His name, replied, "We ought to obey God rather than men." Heroic Paul, not knowing the things that should befall him at Jerusalem, but knowing that in every city, bonds of affliction were in store, could say, "but none of these things move me." But where is a nobler example than that in which the same hero was enabled truthfully, but not in boasting, to say: "I keep under my body, and bring it into subjection;" and in reference to the demands of lust and appetite, "I will not be under the power of any."

Nor have the heroines of the Bible proved themselves less worthy examples than the heroes. The youthful Queen Esther, at the risk of losing the "crown royal," and even life itself, resolves, when her people are doomed and have no intercessor: "I will go before the king, though it be not according to the law, and if I perish, I perish; for how can I endure to see the evil that shall come upon my people." No shame nor ignominy could deter devoted women from pressing around the cross in that dark hour when the men who had followed Jesus had forsaken him and fled. It is the heroism of self-control and self-determined duty-doing and of devotion which the Bible everywhere inculcates; and it is this which our youth most need to learn in and out of school, whether to fit them for places in public or private life.

How many of us feel and teach the liberal truth that "he that is slow to anger is better than the mighty, and he that ruleth his own spirit than he that taketh a city." Setting aside, for a moment, the precious truth "that all scripture is given by inspiration," and looking at it merely as a history, and supposing it to be merely the work of man, it must still be admitted by all who study it, that no other history so plainly and honestly sets forth both the virtues and vices of men, or that weighs all men and their actions according to their real merits. And in this, as in its other lessons, it infuses into those who learn them the love of truth, equity, and manly principle.

Look at almost any other history, and see how the writers lose sight of the men and the deeds which the

Bible would make prominent and hold up as examples; and how, further, our historians are liable to be prejudiced by party or nationality, or false notions of honor and merit. Will not the child who reads much of the history and poetry and oratory given forth in praise of men and their deeds, rise up from his book with the impression that it is far more glorious to *kill* a hundred men than to *save* a hundred, to *batter down* than to *build* a city?

Where is the historian, if he notes at all, gives the merited place and attention, in his record, to men of science, to inventors, or to the teachers who do so much to mould the mind of the nation's youth; or to a Howard, a Robert Raikes, a Florence Nightingale or an Elizabeth Fry? Or what history notes, or could note, the devotion of virtuous, but toiling or poverty-stricken mothers, or the sisters and daughters who hunt up and feed and clothe and teach Christ's poor; or the self-sacrificing mission school teachers, who lighten the nation's burden, and add to its strength by bringing from the substratum of society intelligent and virtuous citizens.

It is presumed that the generality of the children in our schools (as also their teachers) are familiar with the names of Bonaparte and Wellington; but there was a poor though learned man in the north of England, who, by the discovery that vaccine matter introduced into the human system will prevent small-pox, has been the means of saving more lives than Napoleon was the means of destroying. How many historians tell of him? How many mothers recite his story to their children? What poet sings of him? How many of our school children know his name? How many of *us* know that it was Dr. Edward Jenner? But the Bible has room to say, "There was a little city and few men within it, and there came a great king against it, and besieged it, and built great bulwarks against it. Now there was found in it a poor wise man, and he, by his wisdom, delivered the city." Yet no one remembered that same poor man.

It finds room to say of a lowly woman who performed a simple act of love and devotion: "She hath done what

she could ;” and to commend the widow for her two mites, more than the rich who cast in of their abundance.

In a word, the book which honors and ennobles the duties of common life, which regards character more than reputation, and merit more than notoriety, which breathes all through it that spirit and life which would educate us to the highest condition attainable by humanity, which condemns every vice and enjoins every virtue—the book which nurtures love to family, and home, and friends, and country, and humanity—the book which points to Him who is “the way”—is surely a means of education which every State should resolve shall not be excluded from the public schools. For truly he is most devoted to country whose hope is in the better country. Truly he is most loyal to an earthly kingdom who is loyal to the King of Kings. Truly he is the best citizen of earth whose citizenship is in heaven.

[This excellent paper was read before the State Teachers’ Association, but having another lengthy paper on a kindred subject, and being crowded with matter, it was thought best not to publish it in the February number. We commend it to every teacher who has had doubts as to the salutary effects of the Bible as an educational agency. Teacher, please read it for yourself, and then read in whole or part to your pupils.—ED.]

POOR ECONOMY.—There is a class of people in almost every school district who will prate and croak about economy in the school; and to please such persons the directors are obliged to hire the poorest teachers, and pay them a starving pittance. Sometimes it happens that one of these old croakers becomes a director, and then look out for poor schools. If you have to pay a teacher, it is better to pay a good price and secure a competent man or woman to teach the children. It will pay.—*St. Louis Journal of Education.*

♪. PRONOUNCING ORTHOGRAPHY.—II.

BR DR. EDWIN LEIGH, NEW YORK.

[This article is extracted and condensed from the pages of the "The Teachers' Guide to Phonetic Teaching with the Aid of Pronouncing Orthography," in advance of its publication. It is perhaps rash to attempt to compress directions for learning the sounds within these few pages, but it is done, and I hope will do good.]

Let me earnestly request the reader who wishes to learn the sounds, to read this article *aloud*; to read it pencil in hand, making the phonetic letter for every sound; to go over the exercise parts of it again and again; and, if possible, to find some child or adult who cannot read, for a pupil; for, a good way to learn anything, is to try to teach it.]

We have seen what this print is, and what it has done for the primary schools in which it has been used. Let us next see how the sounds and the print can be learned.

I might say, "We know all the sounds now." We make them every time we speak English words; we distinguish them whenever we hear words spoken. When we look out a word in Webster or Worcester, to see how it is pronounced, we criticise them.

But let us suppose that we do not know the sounds, that we are all learners; let us adapt this article to the wants of those who think they know least, and have most need to be taught.

We will begin with the best known sounds, and go on to the unknown; begin with the easiest and proceed to the harder ones.

There are several ways of learning the sounds.

1. The *names* of the letters a, e, i, o, u, are the *long sounds* of these letters.

ale eel, eye owe you, ahl awe, oil out too, fair fur.

ā ē ī ō ū, ă ă, ȳ ū ē, ă ū.

2. The words *eye, owe, you, ah! awe*, are the sounds of the letters which are printed under them.

3. Take a series of words beginning with the same consonant sound, but ending with different vowel sounds, some known, and others to be learned, thus: *bee, bay, bah! buy, boy, bough, boo*. First, repeat the words in order; then sound the vowels without the consonant, thus: *ee, ay, ah, uy, oy, ough, oo*. In this way, from the known sounds, *ee, ay, ah, uy*, we learn the sounds *oy, ough, oo*, before unknown. Do the same with such words as *tea, toe, too, ea, oe, oo; day, dough, do, ay, ough, o*.

4. Take a series of words beginning with different vowels and ending with the same consonant, and proceed in the same way; thus: *eel, ail, owl, I'll, oil, owl, ee, ai, aw, I, oi, ow; ease, eyes, use, oose, ea, eye, u, oo*.

5. Take a series of words containing the same sound, first speaking the words, and then giving the sound by itself, as *me, be, see, ee; may, bay, say, ay; boy, joy, toy, oy; how, cow, now, ow: who, do, too, oo*.

For the sound of *a* in *care*, try the 4th way: *ear, oar, air, ea, oa, ai; ire, our, air, i, ou, ai*, (not *ea-wh, oa-wh, ai-wh; i-wh, ou-wh, ai-wh*, but *e, o, ai; i, ou, ai*.) Or, take No. 5: *hair, pair ai; stair fair, ai*, (there is no *r* in *ai*).

Learn the sound of *u* in *cur*, from the sound *ah*, thus: (by No. 4.) *are, err, a, e*, (giving *a* and *e* the same sounds that you give them in the words;) or, (by No. 5), *cur, fur, u, sir, stir' i; were, her, e*. Or, we may first take the compound sounds *ar, ur*, joining the vowel and consonant together, and then pass to the pure, simple, vowel sound, thus: *far, fur, ar; ur, a, u*, (not *ay, you*, but *ah, uh*); *car, cur, ar, ur, ah, wh*; or, *cur, fur, ur, cur, fur, uh, ur, uh*, in this way learning to distinguish between *ur*, the vowel joined with the consonant *r*, and *uh*, the same long vowel, *uh*, without the *r*.

at ell it on up, ask whole use blue him pin fail sing far fire.

a e i o u, a o, u u m n l ŋ, r r.

The *short* sounds of *a, e, i, o, u*, may be learned by (No.

4), saying *ab, eb, ib, ob, ub, a, e, i, o, u*, etc., or by (No. 5), *cat, rat, a, met, pet, e*, etc. Notice that the short vowels are sharp, quick sounds, made with a forcible, explosive utterance, like staccato notes in music, á é í ó ú, while the *long* sounds are more open, full, prolonged, and rather breathed out like sounds sung to a semibreve or long note in music. Note the difference between the pairs of vowels in the exercises, sound, maps and charts. *eat* it *ea i*; *aíl*, *ell*, *ai*, *e*; *air*, *at*, *ai*, *a*; *are*, *ark*, *a*, *a*; *aun*, *on*, *a*, *o*; *food*, *foot*, *oo oo*. (In each case giving the pairs of vowels the same sounds that they have in the pairs of words preceding them.)

The stopped sound of *o*, in whole, as heard in New England, (and very generally elsewhere), need not be learned, as it is not authorized by our orthoepists, Webster and others, and is therefore not used in the books printed in Pronouncing Orthography. It will, however, be readily acquired, and will come naturally and almost necessarily, in practicing the phonetically arranged exercises in the charts and introductory pages of the primers.

To learn the difference between the sound *u* in *pure* and *lure*, (*yu* and *iu*), take (No. 5), *pure lure, yu, iu*, (the *iu* being closely united and spoken together as a diphthong); *fury, lurid, yu, iu*; *mute, suit, yu, iu*,

In regard to such sounds as the *u* in *lute, suit*; the *ai* in *fair, hair*; the *a* in *alms, palm*; the *a* in *fast, dance*; and, indeed, all the sounds, we must first learn what they are, according to Webster and Worcester (these authorities are both alike as to the sounds); then, whether we will follow the standard dictionaries in our own speech and teaching, then learn the sounds as we decide to speak and teach them. With the books on Pronouncing Orthography, we can use and teach the pronunciation we prefer. We "can take our choice." Each class of words and sounds has its appropriate notation, and there is perhaps but one class of words (such as *calm, car*, etc.,) in which good speakers in any part of our country give different sounds in words that are marked alike.

v th s s, f th s sh; b d g g, p t ch k.
veil the is usual, if thin us she; be do gem get up to chin king.

TOWNSHIP SUPERINTENDENT.

EDITORS JOURNAL AND TEACHER:—I have thought for some time that our *country schools* need an officer similar to a City Superintendent. The functionary known as Examiner, cannot fill the want. His field is too extensive to allow the especial care which the importance of the duty demands. I am painfully sensible of this from the few visits I have been able to make in this county.

We have a hundred and four or five schools in twelve wealthy townships, and ninety-five of these, at least, are in the country districts. From my few official visits I judge that there is urgent need in every township of the county for official oversight. A County Examiner can not be a Superintendent for a hundred schools, and do his work properly. Hence I think each township should have a man in its employ whose duty it should be to make its schools more useful. Eight schools in the country should receive as much attention as eight in the city. Some of the best minds of the land are in rural districts, and indeed more *good teaching* is needed in the country schools than elsewhere. There is much more money expended for country teaching than for that of the cities, for more of the schools are in the country. Is it the part of wisdom, therefore, to secure excellence in city teaching and neglect that of the country? Co-operation is as beneficial in the one case as in the other. The schools of any given city are measurably alike, because the one mind does much toward shaping all. In the country, scarcely any two are alike, and it is almost impossible to do a pupil justice in case of "transfer." One teacher gives four pages at a lesson, another one. This requires analytic solutions, that some other kind. A pupil of three weeks' standing in the one must be prepared for three months in the other. Such evils are not

to be obviated without better provisions than are at present made in our law.

In the city, the coming of a critical officer serves as a stimulus to the teacher's nerves. She can but work with more interest when she knows her work is to be inspected. Were this same influence brought to bear upon the country teachers, much practical good might be done. Drowsy recitations would be invigorated, rudeness among the pupils would be corrected. Polluted floors would be made clean, benches would not be mutilated with the idler's knife. A shocking amount of evil would be prevented, and good results must follow.

If systematic gradation is good in city schools, why not so in the country? If fellowship and harmony add to the merits of city teachers, why not so of others? One of the greatest evils of our cause is the isolation of its functionaries. I have seen honest and earnest teachers who stood as it were alone, and whose acquaintance was much more extensive among other classes than among teachers.

Where is the remedy for this? Is it in the facilities of the present custom? Can laborers co-operate without a central plan? Not in any vocation. There should be a ruling spirit in every locality to build up a better state of things. It cannot be done by an Examiner, whose pay is absorbed in expenses. It cannot be done by a Trustee, who must engage in other business to maintain his household. It must be by one whose whole time can be devoted to the great work, and whose pay is sufficient for his support, exclusive of every other occupation. He should have charge of all the schools in a township, ministering to every need as soon as the same is manifested.

How many children are there in our State to-day, sitting on fifteen-inch benches, and whose feet are four inches from the floor? How many pallid cheeks are there whose bloom has been lost by a want of proper ventilation? How many awkward boys have been consigned to the dunce-block, or subjected to the disgracing *lash*, for errors of the teacher?

These things, which a judicious officer could correct

with the utmost ease, are pleading in piteous accents for attention.

Let the good teachers of our State bring their influence to bear on this point, and convince the rulers of our land that money thus invested will yield a rich return.

WALTER S. SMITH,
School Examiner, Rush County.

NOTES OF EUROPEAN TRAVEL.—I.

BY MRS. J. G. KINLEY.

Saturday, July 10, 1869, we left New York in the *Cambrria*, of the Anchor Line, for a trip across the Atlantic and a brief tour in Europe. After a due amount of hurry, ing, jostling, fretting and kissing, we steamed out of the harbor, with the Stars and Stripes floating gaily from one end of the ship, and the Cross of St. George and Scotch Thistle at the other. The weather was glorious, and the sea was as smooth as a sea of glass. Before rounding Sandy Hook the signal gun bade us adieu, and our colors came fluttering down, hinting, perhaps, that "appearances were deceitful," and we might find beneath the smoothest surfaces a very volume of discontent, that would send some of us fluttering to our state-rooms. Quietly, with a little touch of sadness, we watched the blue Highlands fading from our sight, and when fairly off Sandy Hook, Old Ocean began to show himself. He rolled, and pitched and tumbled, and even at this time I am unable to say whether his freaks were in fun or earnest. The sailors called it fun. For my part, I took it seriously, and when dinner was announced, the majority of the passengers seemed to be of my mind, and rather preferred to investigate their breakfasts than to inspect the dinner. I was so much grieved with the treatment we received from the fickle sea, and the imitative disposition of the internal arrangement of my system, that I never came on deck again until Monday. Surely sea sickness is the po-

etry of a sea voyage, and one feels like giving up every thing to its inspiration. No word of sympathy for you ever falls from the lips of the uninspired, and I half wished, as I lay in my berth as limp and dreamy as any poet might desire, that some unfortunate would die, just out of spite, so that we remaining invalids could have the satisfaction of saying, "well, people do die of sea sickness, after all." But the Fates or Furies otherwise ordered, and the news that we were nearing Cape Sable, brought us all on deck. I noticed that somehow our costumes had been changed since we last met, and jaunty hats had given place to hoods, shawls and waterproofs. The gentlemen, too, now seemed to flourish in quaker drabs and grays. But we were all too well bred to say anything on the subject, and each had the satisfaction of feeling very comfortable in dishabille, without its being noticed. We caught many fine glimpses of Newfoundland, as we steamed along its coast, and our last look upon Homeland was given to Cape Race. We were very near the shore, and sent our last message to friends, by telegraph from this point. Now we were fairly off, and plunging into the fog, that nearly always hangs about Newfoundland and the Banks. We allowed the tender mists of home memories to cling to us, and thought of the days intervening before we should again set foot upon our native soil.

When preparing the programme of sight-seeings for the journey, I had forgotten to include an iceberg among the possibilities; but to my great gratification, on the morning of July 14, in the Gulf Stream, lat. 45 deg. 42 min., long. 54 deg. 26 min., 955 knots from Sandy Hook, there came a huge wanderer, drifting in royal state from his far off northern home, down towards us on his last journey. In an instant, eyes and glasses were in requisition, scanning its white, marble-like sides, spires, towers and minarets, which glittered gloriously in the sunlight. Majestically it moved on, reminding us of some grand old cathedral, which had miraculously lost its hold on earth, and struck out on a new and untried element. During the day and evening, we saw nine of these colossal travelers, and the sailors said they saw about thirty during the night.

Vast schools of porpoises raised their fat sides to the surface of the water, and entertained us with their awkward and unwieldy gambols. Sometimes a whale condescended to breathe, near us, for his own amusement, but we entered into the enjoyment too, giving a hint that a whale was on the tapis, to all who happened to be out of looking range. A shark one day took it into his ugly head to follow the ship, and some of us *un-superstitious* passengers rejoiced that we had this privilege of inspecting his majesty; when a good old Scotch divine remarked that he "never liked to see a shark about a vessel." I asked the reason. He answered "it was a certain sign of a death occurring on board." I am quite sure my mental nose curled with incredulity, if my physical one did not, and I thought "fudge!" with emphasis.

Thus time passed on, until within two days from the coast of Ireland, when an ominous whispering among the passengers announced that Death had really come on board our ship. A poor, consumptive German had taken a steerage passage from New York, that he might reach home to die in the arms of loved ones. But, alas! he had died among strangers, and comparatively alone; for he could speak no English, and his fellow-passengers no German. Towards evening, a few of us went down into the steerage to see the last sad rites performed, and a burial at sea. Dr. Kennedy, an Irish clergyman, read a chapter from the Bible; and while Rev. Dr. Thompson prayed, the plank to which the corpse, covered with canvas, had been firmly strapped, with heavy weights attached, was slipped overboard into the briny depths below. It was the saddest sight I ever saw, and cast a gloom over all the passengers, which was not beneficial to the invalids. So, the next day we concluded to get up a re-union in the Grand Saloon, for the evening, and invite each one to take some part in the performance. This occupied all our time in preparations, and we had no leisure to brood upon the possibility that we, too, might be buried in the ocean. It was a grand impromptu affair, and a hundred persons contributed to make an entertainment that none of us will be likely to forget. We had music, (all the first class

steamers being provided with a piano), songs, declamations, recitations, speeches, essays, anecdotes, and witticisms, *ad libitum*. Our cabin passengers were made up, principally, of intelligent Scotch, English, and Americans; and upon the whole were remarkably well educated and well bred. The next day we made land. We had purposely taken one of the Glasgow line of steamers, that we might be landed at the north of Ireland; as these ships take the course known as the "north about," passing round the northern coast instead of coming up through the Irish Channel and landing at Queenstown, as the Liverpool steamers do. In these high northern latitudes in midsummer, the sunlight scarcely leaves the horizon during the short summer nights, and the delicious twilight lingers on, until Aurora ushers in her rosy tints proclaiming another new-born day.

Tory Island was the first land our expectant eyes rested upon, then Malta Head frowned upon us in the distance, and we had a glimpse of Instrahull. Green and beautiful Glengall Head loomed up in the light and shadow of that fickle climate, whose smiles and tears are quickly blended, and Innishowen Head introduced us to the entrance of Lough Foyle, at the head of which stands Londonderry. Moville, which is an old town, close to Innishowen, was our first landing place; and there we took a small steamer for Derry, as the Europeans always call Londonderry. Crowded on the deck of this little rolling, pitching, tug-like boat, with no sitting or standing room at all adequate to our dimensions, we determined to be jolly. The "Irish Mist" came down in overwhelming torrents, with an occasional interlude of sunshine. Still we persevered through this drenching and drying process, in enjoying ourselves with the glorious scenery of this renowned lake; for had we not come all the way from America on a pleasure tour? And were we not in duty bound to be pleased? I faintly hinted that an "Irish mist" seemed to me quite as juicy as a Yankee shower, but nobody responding I fell back into line, full of glee at the prospect before us. Our first experience in castle-seeing began on the Foyle. On a bluff, finely wooded with cul-

tivated trees, stands Downhill Castle, an old structure, but remodeled to modern necessities, and Castle Culmore, covered with : ge and ivy, gave us a pleasant surprise. On we steamed, through alternate layers of rain and sunshine, enjoying the glorious scenery that greeted our eyes from either side of the Foyle, which narrows into a river just before we reach Derry, and across which, in 1689, James II. of England stretched the boom to prevent the besieged people of Londonderry from receiving supplies. The iron rings to which this boom were attached, are still to be seen. We reached Derry at 4 o'clock, on Thursday, July 22d, the twelve days of ocean life having enabled us to appreciate the emerald green of the Irish coast.

EDUCATION IN RUSH COUNTY.

RUSHVILLE, Ind., Feb. 5, 1870.

EDITOR INDIANA SCHOOL JOURNAL—*Dear Sir* :—The first Saturday in December, 1869, a few teachers and friends of education met in our new school house and organized a County Teachers' Association. A constitution was adopted and officers elected for the ensuing year. The first Saturday in January being the first regular business meeting, was occupied by an inaugural address by the President elect, Dr. Wm. A. Pugh, subject, "The Devoted Teacher;" an Essay on Mental Arithmetic, by Mr. Henley; a Recitation in Reading, by Miss Lou Miller; and a Discussion on Grammar, by members of the Association. The next regular meeting was held on the fifth day of the current month. The exercises were varied and interesting, consisting of a recitation in numbers, conducted by Miss Marian Still, of the Rushville Graded School, her own pupils being present. This was from the "A" Class Primary Department. Prof. Hodson, of Knightstown Graded School, had been invited to deliver an address, but failed to be present.

The most interesting as well as the most instructive

exercises of the day, was the Lecture on Arithmetic, by Hon. Finley Bigger, of Rushville, formerly Register of the U. S. Treasury, a synopsis of which I forward you, hoping it may prove of interest to the Teachers of the State; and that it may possibly lead to his being invited to deliver it before the State Teachers' Association.

The speaker began by assuming that every one of ordinary capacity can learn arithmetic as readily as grammar, or any other simple science, and attributed the seeming want of capacity to two things.

First, The prevailing idea that arithmetic is a "sealed book" except to the specially endowed few; and,

Secondly, To the want of a system of arithmetic which shall define, more specifically, the elementary idea upon which the system is based, and bring the formulas for stating and solving questions in Proportion, within the compass of the youthful intellect.

He attributed the obscure and difficult, to which Ray calls attention, in a note "To Teachers," page 200, of his Higher Arithmetic, to the obscurity which authors themselves have contributed most to throw around a subject otherwise plain and simple and easy of comprehension, even to youth, or capable of being made so.

He indicated wherein lies the difficulty.

One was in the definition of what is called Compound Proportion, assuming that it consists of a "Compound ratio, or more than one Proportion."

This he denounced as a fallacy, calculated to befog and bewilder.

Proportion, he said, consists of two equal ratios. A compound ratio must, according to Ray, consist of three ratios. This is the rational inference from the definition, which, he said, was demonstrably false.

The lecturer assumed that, both simple and what is termed Compound Proportion, consists of but *two* equal ratios, or, of but four elementary terms;

That questions proposed for solution in Proportion, have but three elementary terms, answering, in logical language, to *cause, effect, cause*;

That if any other quantities than these elementary

terms are introduced into the problem, they are mere qualifying numbers, and qualify one or the other of the elementary terms of the problem, and which one, the student can readily determine ;

That, to state the question, the three elementary terms answering to *cause*, *effect*, *cause*, are first written down, as in Simple Proportion, and then their respective qualifying numbers placed under them.

As examples, the lecturer stated several questions, having as high as fifteen or twenty terms each, to use authors' parlance.

He then defined what was *cause* and what *effect*.

Men mowing, horses eating oats, principal producing interest, the staff which casts the shadow, time or space, in short, that which produces, or from which something results, and which is measured by numbers expressive of their value, is CAUSE.

That which follows, as acres cut, oats eaten, interest produced, length of shadow, a resultant of the cause, is EFFECT.

Next, he said, the great puzzling, brain-heating point, was the *statement* of the question, *i. e.*, the arrangement of the *terms* in due order, so that a correct answer might be obtained.

This could be easily effected, through logical expression and arrangement ; because of the strict analogy between direct logical sequence, and direct mathematical ratio. Inverse logical sequence and inverse mathematical ratio.

If the ratio of the question be *direct*, to write it in the order of direct logical sequence, *cause*, *effect*, *cause*, states the question properly for solution.

If the ratio of the question be *inverse*, a transposition of the phraseology of the question into the order of *inverse logic*, states it correctly for solution.

All questions, with a view to their statement, are first written in the order of direct logic, so far as the *supposition* is concerned.

The *demand* rules the ratio ; and if it require for answer a *cause*, the second term and required answer will

be *unlike* in name and kind, the ratio is inverse, and a transposition of the *first* and *second* terms, states the question.

If the ratio be direct, the second term and answer correspond in name and kind, and the question is correctly stated, if written in the order of direct logic.

Thus, the pupil can see and appreciate the difference between *direct* and *inverse* logic and the *reason* for the transportation of mathematical ratio, to correspond with logical sequence, which states the question.

But it is necessary to know more than this to comprehend the reasoning involved in the construction and solution of problems in Proportion.

To thus enlighten the student, a self-evident proposition or problem is presented, which makes this point plain to any ordinary capacity.

From this self-evident problem is deduced a formula for performing the solution of the question, after it is stated, and which makes the reasoning process of the solution obvious to the mind.

This formula is so simple and self-evident, that its application to the terms stated, reasons out the answer, and makes its correctness apparent.

This is called "Reading the Terms," and thus the lecturer contends that at every step the student is presented with a formula so plain, simple, and self-evident, that the "*obscure and difficult*," of which Ray speaks, vanishes.

To state the most difficult problems in Proportion, only three things are necessary :

First, learn to discriminate between *cause* and *effect*.

Second, to be able to write the *supposition* in the order of direct logic, *cause*, *effect*.

Third, to be able to discriminate, after the question is thus written, between the *direct* and *inverse*.

This is determined by comparing the second term, *effect*, with the required answer.

If alike in name and kind, the ratio is *direct*, and direct logic has stated it. If unlike, the transposition of the first two terms states the question.

Thus stated, the application of the self-evident formula

completes the solution, and exhibits to the mind the reasoning of the process.

The lecturer has copyrighted an arithmetic, on his plan, and the public will shortly have the privilege of testing the merits of his method.

I have only given you a meagre outline of the lecture ; but the subject was handled in a way so entirely new and simple, that, as a friend of education I feel it my duty to place this much before the public.

KAPPA.

A USEFUL HINT FOR COLD WEATHER.—The reason a room takes so long to be warm after a fire has been kindled, is that the warm air goes up in a steady column from the register, sides of the stove, or front of the grate, to the ceiling of the room, and from thence begins to distribute itself downward, which, of course, is a slow process. To expedite this, take a palm leaf fan, a shawl or a large towel or something similar, fan violently or swing the shawl vigorously, thus compelling the upper and lower strata of air to unite, the hot upper to mix with the cold lower. In this way the upper portion, where the thermometer would indicate 80 degrees, and the lower, where it would stand at 40, will be compelled to mix, and one would be surprised to witness how much sooner the apartment becomes comfortable.

THE more a man really knows, the less conceited will he be. The student who went to take leave of his preceptor because "he had finished his education," was wisely rebuked by the professor's reply :—"Indeed, I am only beginning mine." The superficial person, who has learned a smattering of many things, but knows nothing well, may pride himself upon his gifts ; but the sage humbly confesses that "all he knows is that he knows nothing ;" or, like Newton, that he has been only engaged in picking shells by the seashore, while the great ocean of truth extends itself all unexplored before him.

OFFICIAL DEPARTMENT.

Rush County is holding an even race with her competitors. There are in it three incorporated towns: Rushville, Carthage, and Milroy. Examiner Walter S. Smith has a good school in operation at Milroy. A neat school edifice has been recently finished at Rushville, under the care of Superintendent Graham, formerly of Columbus. A well conducted graded school fills its several apartments. Seven out of twenty-one Trustees met me in the afternoon of the 14th of February. We had a full exchange of sentiment in relation to their school work, which, on the whole, is in an encouraging condition. Dr. Pugh is not only a good worker on the Board of Trustees, but given to hospitality. I had a good attendance at my evening lecture.

On the 15th I visited "Liberty and Union." Union has had a varied experience. Sometimes she has been ahead, and sometimes she has fallen back. Her people are "well to do" in the world, and she can do a good work when she desires. Liberty is getting ready to build an addition to her house. It is much needed. Examiner A. W. Pinkerton is one of the very efficient men for the place, and is managing the school interests of the county well. Only about one third of twelve Trustees were present. There are in this county two town corporations, Liberty and Brownsville. Public schools are kept up but a part of the year. They have not learned the good of taxation yet. My evening lecture had a thin attendance at the beginning, but the room was in time supplied with a good and interested audience. Many of the citizens of Liberty are laying good plans for the future. May they be crowned with success.

Fayette county is delightfully situated in the Whitewater valley. J. L. Rippetoe is School Examiner and Superintendent of the city schools of Connersville. I had the pleasure of meeting five out of fourteen Trustees. Is the attendance of Trustees on these occasions an index of educational interest? I am afraid it is. I find the best attendance and the most interesting discussions where counties are *in advance* in this good work. The Connersville schools are doing a good work under the management of their efficient Superintendent. I was pleased with the attention and interest of my evening audience, but the house would have held more. In some places it is difficult to tell when a lecture will be until after it has occurred. Editorials are often wanting. I have generally found that where a town has a live public spirited editor, that can take in the subject of the educational interests of the people and prepare the way for the work, the results of his labors are apparent in my official visits.

I reached Brookville, in Franklin county, on the morning of the 17th. I hoped to visit the schools of that place but I failed. The Examiner did not find time, during the three weeks' notice given him, to make any arrangements for a public lecture, and but *three Trustees* were in attendance in a county of thirteen townships and three town corporations, and having twenty-one Trustees—one in seven. It is true the weather was a little rainy, but it did not forbid attendance. I left Franklin county without knowing much about it. Its courteous Auditor, C. B. Bentley, gave me very satisfactory accounts of its educational funds.

Lawrenceburg, in Dearborn county, was reached on the morning of the 18th. Aurora, the place where the *day breaks*, is four miles below, and Moore's Hill to the west. At the latter is a college, of which I may speak next month. We had a good meeting, with seven of their nineteen Trustees. Their city schools are doing well under the superintendence of J. C. Housekeeper. The School Board of a former day made a sad error in the structure of their public school building, in making their school rooms too small. They will seat well but about forty, generally thirty, each, when a Primary and Intermediate teacher should be able to manage at least sixty. Means should be adapted to ends in school work. We waste money on teaching when our schools are not full. The true school economy is to employ the best teachers, at sufficient pay, and give them as many children to instruct as can be successfully and properly managed. Trustees and builders should study this question carefully.

There were three churches in Lawrenceburg holding protracted meetings, in all of which there was much religious interest. The Examiner had taken it for granted that they would not feel disposed to suspend this work for an educational lecture, forgetting how much interest live Christians have in the cause of the Common Schools. The several pastors of these churches, Methodist, Presbyterian and Baptist, voluntarily proposed to close their services at 8 p. m., and unite their congregations at the Methodist Church, to hear my lecture on the Common Schools of the State. The house was full, attentive and appreciative. I failed in one county to get more than about a dozen hearers, because the County Examiner did not have my visit announced in the churches of the place. He had *doubts* about the propriety (?) of it. The churches are the great allies of the State in this good work. Education and Christianity live dependent on each other. Neither can do its work well without the other. This idea is deeply impressed upon the minds of our people.

My field work was temporarily suspended that I might attend the National Superintendents' Association at Washington, which met at Franklin Institute, in that city, on the 1st of March, and continued its sessions three days. Many important topics were discussed. A resolution was passed requesting Congress to provide by law that no person shall be admitted to the national naval and military academies except on the merits of a fair and competitive examination, sustained by good moral character. Now, only about one-fourth that enter, graduate, and at a cost to the nation of near ten thousand dollars each. Congress is looking into the matter, and it is

hoped will examine it well. Some have left Congress on the strength of the investigation.

The Association, after much discussion, and with much unanimity, adopted the following

MEMORIAL.

To the Senate and House of Representatives :

Your memorialists have had under consideration the interests of the white and colored population of those States in which a large proportion of their people are freedmen, and whose educational funds are inadequate to meet the demands of an educational system, general in its application and objects.

We believe that no system of reconstruction will be complete that does not adequately provide for a general system of education. The scientific, literary, civil and religious institutions of a free people, cannot be secure without the restraints of virtue and the aid of general intelligence.

We would urge upon the consideration of your honorable body the necessity of such appropriations from time to time, as may be necessary to keep in active operation the present system of schools inaugurated by the Freedmen's Bureau, and which have been of untold service to both the white and the colored population of the South.

In order that those States which have not sustained a general system of public schools may be adequately supplied with efficient teachers, and have put into successful operation on the best methods at an early day, schools for the liberal education of all classes, without regard to color or previous condition, we also especially recommend the establishment and endowment of Normal Schools, one in each State, giving Maryland and the District of Columbia, jointly, one.

We also believe that the true interests of the nation would be promoted by an adequate equalization of the educational funds of the States, so far as relates to the purposes of education, by the General Government.

We believe that the work of education among all classes, in those States whose funds are lost, would receive a new and wholesome influence that would vindicate the economy and wisdom of the appropriation.

By direction of the Association, J. P. WICKESHAM, Pres't.
Z. RICHARDS, Secretary.

The Association adjourned to meet at Cleveland, Ohio, one day previous to the meeting of the National Teachers' Association, in August next.

STATE CERTIFICATE.

The State Board of Education have awarded a State Certificate to Ferman D. Davis, Superintendent of Schools in Anderson.

RECOMMENDATIONS FOR SCHOOL BOOKS.

Whatever recommendations I may make in favor of School Books, is meant as my opinion of their merits, and is not intended as any preference for their

introduction into the schools of Indiana. Whenever circulars make me say more than this, they are bad on their face, and should be taken at a heavy discount.

INCORPORATED TOWNS.

"When a town is incorporated within the limits of a School Township, a school house situated within the limits of the town passes under the control of the School Trustees of the town."—XXVII. Ind., p. 465.

DOG-TAX.

The Attorney General decides that cities and incorporated towns can not have a claim to surplus *Dog-tax*.

THE BOARD OF EDUCATION

Will meet on the 7th of next month. Any matters for their consideration should be forwarded timely.

B. C. HOBBS,
Superintendent of Public Instruction.

IN MEMORIAM.

MADISON, Feb. 28, 1870.

At a meeting of Trustees and Teachers of the City Schools, held in the High School Building, Friday, Feb. 25, the following resolutions were unanimously adopted:

Whereas, God in His Providence has removed from us by death our esteemed Superintendent, Charles Barnes; therefore,

Resolved, That in the death of Mr. Barnes we lament the loss of an efficient leader, a kind counsellor and friend; who, by the purity and excellence of his character, possessed more than an ordinary share of our confidence and affection.

Resolved, That we recognize in his daily labors, the accurate, thorough scholar; whose vigor of thought, clearness in illustration, enthusiasm and earnestness of manner eminently fitted him for the position he occupied.

Resolved, That the children and youth have met a severe loss in the death of one who faithfully, though unassumingly, devoted his time and talents to their welfare.

Resolved, That we extend to the family of our deceased Superintendent our deepest sympathy in this time of their bereavement.

Resolved, That a copy of these resolutions be presented to his afflicted family; and also that a copy be furnished for publication in the *Madison Courier* and *INDIANA SCHOOL JOURNAL AND TEACHER*.

EDITORIAL—MISCELLANY.

PARTIES will oblige us if they will send all subscriptions and all other business relating to the publisher's department, to W. A. Bell, Indianapolis.

SEVERAL articles lie over, this number. Among these, is Pres't Gregory's No. II., on "Methods in Moral Education." This issue opens a series of interesting letters of Travel in Europe, by Mrs. Major Kinley.

We have been disappointed, for the present, in our arrangement for articles on Primary Drawing, but hope soon to secure them from another party.

If pupils could hear the oft repeated regrets of men in business, because of neglected privileges when in school, they might be stimulated to higher efforts. Pupils, beware. The remembrance of neglected opportunities will come like ghosts to haunt your after years, and like Banquo's ghost they "will not adown."

Catch the golden moments as they fly, and coin them into knowledge. It is a mark of a noble mind to be covetous of time.

MANY builders neglect the deafening of school-room floors. This is a serious defect in a two or three story building. When a class changes position in a room overhead, so great is the noise, that exercises below must stop until the noise ceases above. Many schools in otherwise good and commodious buildings are incessantly annoyed from the simple matter of non-deafened floors.

It is hoped that not another two story house will be put up in this State, without deafening at least the upper floors. The gain is great, and the cost is little, not exceeding fifteen cents per square yard. The process is quite as simple as cheap. The refuse from sand screenings, with a little lime, will make the grout, or mortar, and refuse boards will serve for support.

Should any desire fuller statement as to cost, mode of accomplishment, etc., they are referred to April No. of JOURNAL, 1868.

THE COMING SYSTEM OF EDUCATION.—I am as convinced as a man can be, that the system of public education is on the eve of a very extensive reform.

The world has been taught words dictated by authority thus far. The world needs knowledge and training in independent thought, and it is only the study of nature which will give us the last. But I am satisfied that the basis of the future of education will be the contemplation of the works of nature—no longer the study of the languages, no longer the study of the human mind, no longer the process of mathematical reasoning, for though they must form part of a liberal education, they should come after the organs have been trained through observation, and the mind taught to argue by comparing these observations.—*Professor Agassiz.*

PLANTING TREES.—This is the season for planting trees. Though a tree is a thing of beauty, and "a thing of beauty is a joy forever," yet how few think of planting a tree. Pre-eminently remiss are teachers and school Trustees. School grounds can be found in abundance in different parts of the State, which have been occupied five, ten, and in some cases fifteen years, and yet are as barren of trees as the Sahara. This ought not so to be. Teachers, what do you say? Trustees, what do you say?

Both parties have a duty in this. Teachers are to cultivate the æsthetical in pupils and others, thus creating the demand, and Trustees are to meet this demand, by planting trees and improving grounds, and providing other sources of comfort and beauty.

Said the eminent political economist, Adam Smith, of England, "He who makes two blades of grass grow where formerly grew but one, is a *benefactor*." Surely as much may be said of him who makes two trees grow where formerly grew but one. *Plant trees.*

RULES OF STUDY.—Professor Davies, the mathematician, gives the following rules of study:

1. Learn one thing at a time.
2. Learn that thing well.
3. Learn its connections, so far as possible, with all other things.
4. To know everything about something, is better than to know something about everything.

Teacher please ponder these, and then read them to your pupils, that they may consider them also. We are aware that it will take some courage to apply Rule 4, *i. e.*, to resolve to be *ignorant* of some things, that we may be *profound* in some others. But such is as inevitable as fate, if profundity is gained. He who resolves to carry the whole cyclopedia of knowledge abreast of him, will carry nothing very far. If Blackstone had resolved to carry Geology and Astronomy side by side with Law, his name, instead of being as enduring as the *lex non scripta* of England, would have perished with the newspaper in which it was printed. Had Newton resolved, in addition to his work on Astronomy, to rival Milton as a poet, Johnson as a Lexicographer, and Hale as a Jurist, his name would not be, as now, imperishable as the laws of gravity. And so of Bopp, and Grimm, and Kepler, and Laplace, and Descartes, and Liebig, and Agassiz, and the shining hosts of others, who have stood upon the tops of the passing centuries.

PHYSICAL CULTURE.

The problem of physical culture in literary institutions, is gradually but patiently being wrought out. Amherst and Yale Colleges have been operating gymnasiums for eight years; Dartmouth and William's about four. The experiences of these furnish valuable data in the solution of the problem. From a recent report read before the Board of Regents of the Michigan University, on Physical Culture, we gather the following, given by members of the Faculties of the Colleges named above:

1. *Results on Physical Man.*—Says Dr. A. R. Cosby: "In Dartmouth there has been a manifest improvement in the general physical tone of the college. I am fully satisfied that these exercises have greatly subverted the general health of the students."

Says Dr. Allen, of Amherst: "There has been a decided improvement in the very countenances and general physique of the students. In their physical movements and conduct generally, there has been a decided improvement, and the actual amount of sickness has diminished more than *one third* in eight years."

The other two colleges named testify to the good results, but in more general terms.

2. *Effects on Scholarship.*—Prof. Wheeler, of Yale, says the general opinion is "that it has contributed to secure a higher scholarship." President of Dartmouth says: "The effect on scholarship has been good." Professor Hitchcock, of Amherst, says: "The effects on scholarship, good, generally." Dr. Allen, of the same, says: "The aggregate scholarship of a whole class is higher than it once was, and, to say the least, is much easier obtained, and with fewer hours of study, and less loss of health and life."

The testimony concerning moral effects is favorable, though less specific, hence less convincing.

The committee closes its report with a strong recommendation in favor of the establishment of a gymnasium in connection with Michigan University.

Princeton has recently opened a gymnasium costing \$40,000. Bowdoin and Harvard also have gymnasiums.

Experience and experiment seem to prove conclusively that the best results can be obtained only when brain and muscular exercises are duly blended. The great Hufeland was doubtless right when he said a union of mental and bodily exercises are best. Even Paul, with his iron will and heroic zeal, recognized the inconvenience of bodily weakness, saying: "The spirit is willing, but the flesh is weak." Plato said: "Excess of bodily exercise makes us wild and unmanageable; excess of music and study makes us faddled and effeminate; a due mixture, makes the soul wise and manly."

The gymnasium in the school or college aims at the "due mixture." The labor system adopted by a few of our colleges, aims at the same.

Where practicable, the labor system is preferable, inasmuch as we get two profits in place of one—one for the body and one for the purse. When this is impracticable, it seems best that we should have the gymnasium. We are willing to have one or both, provided we can secure, more generally than at present, that inestimable boon, a *sound mind in a sound body*.

THE SUPERINTENDENCY.—The Republican State Convention, on the twenty-second of February, unanimously nominated Hon. B. C. Hobbs, the present Superintendent of Public Instruction, for re election. This was a fitting endorsement of a faithful officer. Mr. H. has been in office seventeen months, and during this time has demonstrated his devotion to his work, and his fitness for it. He has not had time to develop any extended plans. There is probably now no new field admitting of striking results, but every department admits of symmetrizing and guiding. The fields that to us seem most needing work, are, School Architecture and School Statistics. Keenly were the defects in these felt by the last administration, but the revision of the School law, the aiding of the new Institute system, and the securing of a "fund basis," precluded extended labor in these departments.

The architecture of the cities and towns is reaching a respectability in ventilation, convenience and taste; but in the rural districts these are painfully defective. Thousands on thousands of dollars are annually wasted on houses badly planned and badly constructed. If there was a law compelling Trustees to examine, it would be well to have prepared and distributed at State expense, the plans of several grades of houses, with cuts representing the same, and estimates of cost. And we are not clear but that it would be well for the State to do both—furnish the plans and pass a law requiring Trustees to examine them. This, however, is a subject for the consideration of the Superintendent and the Legislature.

We close by saying that the policy of keeping a man in the office at least two terms, is wise. The services of the second term are worth a large per cent. more to the State than the first. Indeed, we deem it unfortunate that the Constitution does not provide for a three years' term, leaving custom to provide for a re-election, thus securing at least six years of experience.

A MURDER.—A terrible tragedy occurred near Greenfield, Hancock county, on the 8th ult. An altercation took place between a teacher and a young man, in which the teacher struck the young man on the head with a club, producing death in a few hours. The circumstances, as we learn them, are briefly these :

The young man had been carrying a pistol, and the teacher ordered him to take it home and leave it there, or stay at home himself. Whereupon the pupil said, in the hearing of the teacher, that he would do neither. The teacher, hearing these words, erroneously considered himself called upon to vindicate his authority, and to do this ordered him to "shut his mouth," or he would knock him down, at the same time picking up the poker and advancing toward him. The boy seized a billet of wood, but the teacher wrested it from him, and as the boy turned away the teacher struck him on the head, knocking him to his knees. The boy left the school house and walked home, a mile and a half, not seeming to be seriously injured, but suddenly showed signs of his injury, and died at 6 p. m., before a physician reached him.

The teacher was immediately arrested, and, it is said, expressed great surprise at the result of his action. If the account received be correct, it is sin-

cerely to be hoped that his surprise may not terminate until he finds himself safely lodged in the penitentiary for a term of years. When will this brutal habit of striking pupils about the head and face cease? If such cruel and dangerous practices cannot be stopped otherwise, we are in favor of statutory enactment, making all such acts punishable by heavy fine or imprisonment.

The name of this unfortunate boy was Gant, his age about nineteen. The name of the teacher is Dun.

FROM Examiner Newby, of Henry county, we learn that this county has twenty school corporations, with another just "being born." He says a majority of the Trustees are levying a tuition tax ranging from three cents to twenty cents on the hundred dollars. The Teachers sustain a County Association, and in some townships, a township association.

These facts indicate work, just what a several years' acquaintance with Mr. N. leads us to expect.

If any other county is doing a good work, we should be glad to be informed; and if any of the half dozen that are doing poor work are willing to come to the "confessional," and tell us of their "sins and shortcomings," we shall be glad to know these things also. Shall we hear?.

GREENFIELD, Ind., Feb. 21st, 1870.

PROF. GEO. W. HOSS—*Respected Teacher and Friend*—As I have been informed by the good people of this place that they are indebted to yourself for the plan of their excellent school buildings, I thought it would not be uninteresting to you to hear a word in regard to the school now being taught in the new house. It began near the middle of January, and is now entering upon its sixth week. The first month enrolled about three hundred and seven pupils, and by the close of the second, at the present rate, the number will reach three hundred and fifty. The school thus far has been very successful.

Respectfully yours,

N. W. FITZ GERALD.

EVANSVILLE.—At a recent meeting of the Board of Education of Evansville, the following resolution was adopted:

Resolved, That the Superintendent admit the children to the Second Primary Schools who shall attain to the age of six years before the eighteenth of June; provided that application shall be made to the Superintendent for admission on or before Monday, the twenty-first of February, and at no other time; and that this rule be published in the city papers, and notice given of it in the public schools.

ROMAN CATHOLIC MENACES.—The publishers of the valuable book entitled "Priest and Nun," which exposes the dangers of Protestant parents sending their children to Roman Catholic Schools, have received a letter threatening them with death if they don't stop issuing it. Such arguments may be effectual in Roman Catholic countries, but will have no power to arrest the publication of this or similar volumes in this country.—*N. Y. Evangelist.*

STATE NORMAL SCHOOL.—The second term of this school will commence on the 31st of March, and continue twelve weeks. An Institute class will be formed for the accommodation of those who can attend but one term. We advise every teacher who expects to teach next fall and winter, to take advantage of this favorable opportunity for a drill in methods.

From the published report of Pleasant Bond, Superintendent of the Wabash Schools, we learn that the schools of that place are in good condition, and are improving. From all the reports we get from the Wabash, we infer that its schools compare favorably with the best in the State.

The teachers of Lawrenceburg and Aurora are sustaining an educational column in the county paper.

The citizens of Attica have raised a fund to buy school books for poor children. Let others go and do likewise.

A Mr. STOCKWELL, of Lafayette, has recently donated \$25,000 to Asbury University. May he be blessed in his deed.

A Mr. JONES, of Fort Wayne, has recently donated two hundred volumes of law books to the State University, estimated to be worth \$2000.

TOTAL assets of the Perdue University, as per report of Treasurer, March 7, were \$489,668. Work commences on building at once.

REPORT says Franklin College is in a very flourishing condition. New catalogue will show an enrollment of about one hundred and seventy-five.

GENERAL CARRINGTON has been elected Military Professor in Wabash College. Gen. C.'s name is familiar to the people of Indiana.

COL. THOMPSON, of Newport, Ky., has been elected Professor of Military Science and Civil Engineering, in the State University.

A COUPLE of boys are in jail for having disturbed the colored school in Bloomington.

He who denies the truth of Christianity because he finds no Christian perfect, might with as much reason deny the existence of the sun because it is at times obscured by clouds.

He that seeks to learn all that others are saying about him, has adopted a policy that will leave him no peace in this life.

A B R O A D.

—Lawrence City, Kansas, donates \$100,000 to the State University.

—The last catalogue of Amherst strikes all the titles from the names of instructors.

—John W. Harper, the senior partner in the great Harper firm, New York, deceased Feb. 14th.

—One of the buildings of Otterbeine University, O., was destroyed by fire in January. Loss, \$50,000.

—There is a college in Kansas for colored people. Number of students, about one hundred and seventy-five.

—Hon. Wm. Prosser, of Tennessee, has made a strong speech in Congress in behalf of Governmental aid to education in certain States and Territories.

—Missouri locates her Agricultural College at Columbia, the present seat of the State University. This indicates the union of the two.

—It is said the Pennsylvania Agricultural College has an annual income of \$25,000, besides three experimental farms, yet educates only forty-five students a year. If this be fact, a little *reconstructing* would be good.

—California University opens the following practical departments: Industrial, Mechanics, Mining, Metallurgy, Agriculture, and Horticulture. This looks like a university for the nineteenth century, rather than for the sixteenth.

—Harvard University is discussing college degrees. The Committee on Degrees proposes that the title A. M. shall be conferred only on condition of satisfactory examination and thesis, or in consideration of professional or literary excellence.

—An enterprise is being considered in Boston, looking to the opening of industrial departments in the public schools, for educating girls in cutting and making garments; also in other domestic duties. The plan is meeting encouragement.

—The Board of School Visitors in Memphis have, in accordance with the suggestion of the Superintendent, prohibited all religious exercises in the public schools. This includes, of course, the reading of the Bible. We hope to see some of the citizens of Memphis follow the example of Cincinnati, and test the right of the Commissioners to make any such order.

—It is estimated that twenty five thousand children are constantly on the streets of London, without any one to care for or control them. They are called "street Arabs." Shame, that one of the most enlightened cities in the globe, will allow this mass of humanity to fester in ignorance and vice, generating a moral leprosy for others, and death for themselves. Are there no Peabodys, Broughams, or Wilberforces left in London?

—Rev. John McClintock, D. D., President of Drew Theological Seminary, Madison, N. J., deceased March 4th, in the fifty-sixth year of his age

Dr. McClintock was born in Philadelphia, in 1814, and took his college course at the University of Pennsylvania, graduating in 1835. After graduation, he took work as a minister of the Methodist Church. Subsequently he held the Chair of Ancient Languages, also of Mathematics in Dickinson College, Carlisle, Pa. From 1848 to 1856, he was editor of the Methodist Quarterly Review. He was associate author, with Dr. Crooks, of "Latin Lessons." He was a ripe scholar and a fluent and strong speaker. Education and the Church will feel his loss.

—In February, President Grant removed Hon. Henry Barnard from the Commissionership of the National Bureau of Education, and appointed in his stead Gen. John Eaton, Jr. 'Tis easy to comment harshly on a man when he is down, hence no remarks now concerning Mr. Barnard.

General Eaton was for two or three years Superintendent of Public Instruction of Tennessee. He is a native of Connecticut, and a graduate of Dartmouth College. So far we believe he has done his work well. It is sincerely hoped that he may fully meet the claims of this new position. A failure on his part will, almost beyond doubt, lose us the Bureau. A majority of Congressmen have treated the Bureau coldly from the beginning. The position of many might be given in the inelegant but expressive phrase, "can't see it."

The following letter was sent to an Examiner, and is given *verbatim et literatim et punctuatim*, except the names. Comment is unnecessary:

JAN the 2 th 1870

Mr — Sir as wee have Some trubell in our chool District, and it has to Bee Settled Buy you I feel you will Dow the District Agrate favour If you can sustain Miss g—— which I think you will If Miss g—— is Note Sustained our District will Bee Badly injurde

this trubble has all Grode oute of tow Bade Boys that is my apinion

Your Friend till Deth

X Y Z

Mr—I dont think on half of those men who Siend that perteshon Nowes Eney thing aboute the chool Law and some ove them cant Rite thair one Name I think our trustee and his family was at the hed of the hole thing

BOOK TABLE.

THE GATES WIDE OPEN, or Scenes in Another World. By George Wood. Boston: Lee and Shepherd.

All who believe in the immortality of the soul have some ideas, or at least fancies, about Heaven. These ideas may be as varied as mental constitutions and human beliefs. 'Tis certain they vary with religious faith. The Indian looks for a heaven of fine hunting grounds, with no "pale face" to molest him; the Mohammedan, to a sensuous heaven, administering to his grosser wants; the Christian to a heaven of exalted purity and unalloyed happiness. Here are significant diversities. Narrowing the view to Christians, and diversities still exist, especially when we pass beyond revealed facts. One holds that the chief feature of heaven is rest; another that it is activity; another that it is worship, and that this worship consists chiefly in singing; and still another, that it is to congregate about the throne and join with the harpers harping upon the harps of gold, whilst the more imaginative would float into a dreamy mysticism with bodies of super-spiritual mould, clad in sky robes of etheric woof.

The author of the work before us has tried his powers of imagination in this fruitful and unknown field. At times he lifts the reader appreciably into the spiritual, at times he sinks toward the material, unmistakably reminding us, whatever may be his theme, that he (the writer) is still of the earth earthy. His favorite fields or planes of exploration are the social and the artistic. Indeed, we might be led to think the author was a pupil in the conversational school of Johnson or Coleridge, or an amateur artist in the studio of Phydias or Praxitiles. The worshipful element is not prominent, indeed is noticeably subordinate to the two named above. He assumes the doctrine of intercommunication between the spirit world and this. Granting this assumption in aid of the beauty of the story, we are of the opinion that he draws rather strongly on the credulity of uninitiated mortals, when, from sunrise until nine o'clock, p. m., he brings Mrs. Jay and her angel to earth, through a space greater than that traversed by a ray of light since the birth of Adam. This is high *romancing*. Indeed, we might perhaps with safety extend this remark to the whole book, and to all such efforts, whether by this or other authors. And yet we do not condemn such efforts, and for the reasons: first, there is a desire on the part of all who reflect, to look into the spirit world; second, because a heavy per cent. of all mankind crave and will have fiction, and many will descend to the lowest class rather than have none. It is therefore better to furnish those who *will* have it, that which elevates and purifies, rather than that which degrades and taints.

Using the Bible and all other reliable sources, let all look through the "pearly gates" into the city.

This book is intended by the author to aid in this work.

CHOICE SPECIMENS OF ENGLISH LITERATURE; Selected from the chief English writers, and arranged chronologically. By Thomas B. Shaw, A. M., and Wm. Smith, LL. D. Sheldon & Co., New York. 12mo.; pp. 477.

As the title indicates, this work consists of selections from eminent English authors, extending over a period from 650 A. D. to 1868. The larger part of the work is poetry. Such works are always of interest to the lover of literary beauty.

This being intended as an accompaniment of another work, by the same author, giving the history of various authors, no history is here given. The

works are designed as complements of each other. A year ago, in a notice of the other work, we held it as deficient because no specimens were given. This volume supplies the deficiency. Turning to lower considerations, we are of the opinion that economy and convenience would be better subserved by a union of the two volumes in one. One book containing the same matter is always cheaper than two, and usually more convenient, unless ponderous. This is, however, a remediable evil. Patrons can suggest, and publishers can change.

Waving these minor consideration, the student has here a collection attractive and varied. He can fill his ears with the cadence of Johnson's thundering periods; can feast his imagination on Milton's sublime imagery; can try his critical acumen on the idiomatic terseness of Swift; rejoice in the creations of Shakespeare; may stand horrified in the presence of Byron's wizard-like incantations; may luxuriate in the oriental *phantasies* of Moore, or he may be transported into dreamland by the lute-like melodies of Coleridge, Campbell and Gray. Read and see.

A NEW METHOD OF INSTRUCTION IN PRACTICAL PENMANSHIP; Adapted to the Use of Schools. By Lizzie S. Campbell. Cincinnati, Stillman & Adams. 16mo.; pp. 65.

This is a modest little volume, but so plain and practical are its instructions, that it must prove highly valuable to the teacher not already an adept in penmanship. The instructions are accompanied by neat and expressive cuts illustrative of the principles presented.

We cordially commend this little volume to teachers of primary penmanship. With this book in his hand, many a teacher would present good work, who now presents a botch. The authoress is an Indiana teacher, now engaged in Moore's Hill College, Moore's Hill, Ind.

EPITOME OF ANDREWS AND STODDARD'S LATIN GRAMMAR. By J. H. Andrews. Boston: Crocker and Brewster.

The work now presented to the public is but an abridged form of Andrews and Stoddard's larger Grammar, as its name indicates, and will probably supply a want which the student and teacher of Latin have long felt. The gap between the introductory work and the large Grammar, with its many rules and more exceptions, is great, and this seems to be the very book for an intermediate step.

THE BIBLE IN THE PUBLIC SCHOOLS. Robert Clark & Co., Cincinnati, O. Price, \$2 00.

All are familiar with the fact that there has been an attempt on the part of the School Board to put the Bible out of the public schools of Cincinnati that the case was carried to the superior courts, and there decided. The above-named book contains a full history of this contest, together with the arguments of the attorneys, and the opinions of the judges. The whole makes a volume of over four hundred pages.

This Bible question in the public schools is one of vast importance, and one that concerns us all. This volume will be of great value, as it contains the strongest arguments that can be produced on both sides of the question.

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Indiana School Journal and Teacher.

Vol. XV.

MAY, 1870.

No. 5.

METHODS IN MORAL EDUCATION.—II.

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BY PRES'T J. M. GREGORY, LL. D.

SINCE my first article was written, the question of the exclusion of the Bible from the public schools has assumed a phase which adds new interest to that of moral education. If, as now seems probable, the influence of the Divine Scriptures must be dispensed with, in order to secure the entirely public character of these schools, we must take a more careful count of the moral teaching that may be left us. For I take it that no one is yet prepared to advocate the absurd and impracticable notion, that the schools shall be as free of moral, as of religious teachings. To secure this it would be necessary to leave the moral nature at home, or to put it to sleep while the work of intellectual education is in progress. Not to teach morality, is to inculcate immorality. The absence of truth is falsehood. The conscience and affections can not be held in absolute inaction. The very failure to exercise them in right directions, while the mind is expanding and the scope of vision is enlarging, would condemn them to a fatal minority. The Bible may be spared, if it must be, since it will still abide in churches, and Sunday-schools, and homes; but the moral culture which the Bible helps to give, can not be neglected and leave education sound. Let us now proceed to notice the great natural principles which underlie moral education.

There is one grand, comprehensive law of education which controls the cultivation of all active, living powers,

mental or physical. It is the law of exercise. This law has two distinct limbs, or clauses, which may be stated thus :

1st. To develop *strength*, the faculty must be exercised in its sphere, and up to its full power, but without exhaustion, and with proper periods of recuperation and repose.

2d. To produce *skill*, repeat the same exercise till the action required attains the force and faculty of a habit. On these two hang all the rules for training the powers, whether of the mind or body. *Strength and skill* are the component elements of culture.

This is as true of moral culture, as of that which is merely physical. The well-trained conscience is one which makes its decisions with the certainty and ease of a habitual action, and conceives them with a clearness which renders them almost resistless.

It is a well-known fact that any power or faculty which is frequently brought into vigorous exercise, grows stronger. The reason of this result, may, perhaps, be found in the strong and instinctive impulse in nature to reinforce any organ or faculty which is brought into exhaustive exercise. The much-used muscle grows in size and strength. Nature fits it for its tasks. But to these must come alternations of repose to allow nature the necessary time to fully reinforce and recuperate the partly wasted power. The mental faculties follow the same law as the physical, and in some analogous way grow stronger, when subjected to frequent, regular and vigorous use. Even the senses may be cultivated to increased keenness, by careful exercise. The Indian tracks his foe, and finds his way through untracked wilds by indications too slight to be seen by ordinary eyes. The eyes of the deaf, and the ears of the blind, gain a power which goes far to compensate for the senses they lack. It is the perceptive faculty which is properly quickened in these cases.

The influence of exercise in improving the practical judgment is abundantly, and sometimes curiously, illustrated in the skill shown by artisans and professional

men in their several pursuits. The physician judges of the nature of disease; the jurist applies rules of law; the engineer and mechanic determine a hundred practical questions with a faculty which seems wonderful to one not trained to the same acts.

As we might expect, the same great law of growth by exercise, holds good, in great part, in the case of the moral faculties. Especially is this true in the intellectual part—the discriminating power of conscience. Every act of judging of the moral character of an action, purpose or motive, increases both the strength and skill to make such judgments. And this gives us our first rule for moral education. It is to *bring the moral judgment into frequent and vigorous exercise*. This may be done in the same way as we exercise the mathematical judgment, by offering it mathematical problems for its solution. So let the moral problem—questions of conscience—be propounded to the pupil, and he be required to give a clear and rational decision. Further on we shall see the nature and extent of that domain of moral truths, in which these problems are found. It is enough now to state that *every voluntary human act has its moral side*, and affords an exercise for the moral judgment to determine not only its right or wrong character, but the reasons and relations of good or evil. If we would produce *acuteness* of the moral faculty, we should give great variety to the problems proposed; if we wish to give *strength* and profoundness, we must increase the difficulty and complexity of the questions; but if we would give *skill* and quickness, we must multiply the problems of the same sort. Repetition alone can give that readiness, precision and ease of action which we denominate skillful.

But the culture of the moral judgment alone will not give moral character. Very many

"Know the right, the right approve,
But still the wrong pursue."

The keen casuist who can decide a moral problem with almost mathematical precision, may still be wholly selfish and corrupt. But this by no means denies the value

of a sound and cultivated moral judgment. Though we often *know* better than we *do*, yet, other things being equal, he who knows best will do best.

It is a significant fact that men are sometimes honest in the ordinary circumstances to which they are wonted, and whose temptations they have learned to resist, but they suddenly become demoralized and their virtue fails when transferred to some new and untried sphere. The untaught moral judgment fails to fortify them with the necessary motives for the maintenance of integrity in the sudden transition.

But, as before shown, the sensibility also has a moral function. We have moral *feelings*, as well as moral *perceptions* and *judgments*, and in a sound and true moral education, these feelings must evidently have a place. They are to be trained to a prompt and strong aversion for vice and wrong doing, and an equally prompt and steady approval of the right, the true and the good. The clamors of appetite and the storms of passion must be met, not only by a clear intellection of their folly and danger, but by a feeling higher, purer, stronger than they—a feeling in whose presence they sink into due subordination, and by which they are held in quiet control. To cultivate such a feeling one has only to call it into hearty and vigorous action by a proper exhibition of the nobleness, the beauty and the beneficence of virtue. Thus the virtues of veracity, courage, charity, industry, modesty, patriotism, honesty, and piety to parents and towards heaven, may be shown in such beauty and breadth of goodness, such grandeur of relations and results, so illustrated by well-chosen and noble examples, and so enforced by arguments that the dullest moral sense can be awakened to a high and healthful feeling; and this feeling can, by repetition, be made to grow till it attains the power of a sentiment, or of a stable principle of action.

But moral culture must have yet a third element. The will must be brought into full and vigorous action in well-doing. One may see the right with the clearness of a revelation, and feel its excellence with the ardor of the

most enthusiastic admiration; and yet, through the infirmity of an unused will, fail to obey its lightest commands. To make the moral education complete and practical, the pupil must be engaged in acts of patient self-denial and active good.

And finally, by repetition, the right-doing must crystalize into habit, and virtue become a second nature. The moral character must always lack something of power and permanency until it has reached this point. The virtue which springs alone from the reason will often fail for lack of light or from want of reflection; that which springs from feeling alone will partake of the fitfulness and inconsistency of the human sensibility. The virtue that has established itself as a settled habit, like a streamlet in a well-worn channel, alone is worthy of our perpetual trust.

A survey of the field in which the moral powers act will help us to state more fully the laws of culture.

METHODS OF TEACHING—THE WORD-METHOD.

 BY J. RUSKELL WEBB.

THE artist develops first in his own mind the picture he would work out on the canvas. The picture produced is now nearer perfection than the ideal in the mind. A stream can not rise higher than its source.

All successful business men work to plans. The mechanic would be a blunderer, indeed, to begin his work without specifications.

To teach reading correctly, the teacher must have prominent in her own mind the *purposes* to be accomplished, and then adapt her teaching, in her efforts to accomplish these purposes, to the materials, (minds,) she has to work upon.

Words accomplish two important purposes, viz :

1st. They bring to light thoughts hid away in the mind,
i. e., words tell one's thoughts to another.

2d. They hide away in the mind thoughts brought to light from other minds, *i. e.*, words coming to one's mind, the thoughts existing in the mind of another.

In teaching reading, these two powers, or purposes, of words, must never be separated nor forgotten. A blind man can not appreciate the beauty of a landscape which presents itself to his mind through the sense of sight merely; for he has no such sense to convey it to his mind. No more can a child appreciate the beauty of words, whose mind's eye is blind to their true meaning. The first step then, in teaching reading, is to teach the meaning and value of words. This can be accomplished, as explained in former articles, through the medium of the senses. Teaching through the senses, or object teaching, is an essential forerunner and accompaniment to teaching the art of reading.

So much theoretically, now, practically.

TEACHING WORDS THAT ARE NAMES OF THINGS.

1st. Begin teaching by asking the child to name some things he sees; then some things he plays with; things generally, that he already knows. Conduct this exercise in such a way as to give life and animation, and beget in the child a desire to *observe* what he sees, or hears, or handles. Of course this exercise is not to be confined to one time, but with modifications, is to be practiced more or less daily.

2d. Show the child, for example, an apple. Draw from him its name; that the name he speaks is a word; that spoken words are recognized by the ear. Make this plain.

3d. Holding up the apple again, call for its name; print it on the blackboard; tell the child that what you have made on the blackboard is also a word, a printed word, one that the *ear* can not recognize, as it makes no noise, but which the *eye* can see. Tell its name, and that it means just what the spoken word means. Make this plain.

4th. Print the word several times. Point to each of them and ask for the name as you point. Let the child hunt for this word in his book, or on the cards, or both.

Make the child thoroughly acquainted with the word, so that he recognizes it at once, anywhere, as he recognizes the spoken word by whomsoever spoken.

5th. Teach the child to print the word, and let him amuse himself by trying to print it; and encourage him by kind words and a little showing, and not discourage by finding fault, either by words or *looks*. Remember the first step is the *turning point* with the child, and let him come from it full of hope and self-reliance. Do not hurry to another word "to keep up the interest," keep that up by oral lessons. Let him name over the things in the room. Send him down on a tour of observation, and have a time for him to name what he sees, etc.

TEACHING ADJECTIVE WORDS.

Using the apple for illustration. Ask for its color, shape, or whatever property your word calls for, and let the answer come from actual observation. If it is hard or soft, let the hand feel it; if sour or sweet, let the child taste to find the answer. Suppose you would teach the word *red*; let the apple be red. Let other red things be pointed out, and let the child tell their color. Encourage the child to look for red things, on his way to or from school, at home, in wearing apparel, among buildings, animals, etc., etc., and do not forget to let him empty his budget of information thus gained into an attentive ear. In the meantime the word is printed and taught, as was the word apple.

As fast as words are taught they should be united so as to express something. Let these two words be united—first orally, then on the blackboard and read.

TEACHING A AND AN.

When I take up the apple and ask its *name*, the answer is, *apple*. But when I ask, What is this? the answer must be *an* apple. Get this answer several times and print it on the blackboard, and have it read, telling the child the small word is *an*. Let it be read in several places. Holding up a book or a hat and asking What is this? you get the answer, *a book*, or *a hat*, as the case

may be, and from the answer the word *a* may be taught. Or *a* may be taught in connection with the phrase *red apple*, by getting a reply to the question What *kind* of an apple is this? the answer, *a red apple*.

By using different kinds of apples, you can get as replies, for instance, a red apple, a green apple, a large apple, a soft apple, a sour apple, etc.

Always put the words and sentences, as fast as taught, on one part of the blackboard, to be kept for review lessons, and review, at first, several times a day. Review often, and be sure the child pronounces the words and sentences just as you do—as you should. There is no excuse for teaching to-day what must be unlearned to-morrow. Children talk as well as grown people—they may, can, and *should* read as well. See that they do *from the very first*.

By this time there is quite a reading lesson on the blackboard. Let us see how it looks:

a	an	sour	a sour apple.
apple	an apple.	sweet	a sweet apple.
red	a red apple.	soft	a soft apple.
green	a green apple.	hard	a hard apple.
white	a white apple.	bad	a bad apple.
large	a large apple.	good	a good apple.
small	a small apple.	juicy	a juicy apple.

ALL WORDS NOT NAMES OF THINGS

Should be introduced to the child in connection with other words, and first, orally. To teach *is*, for example, take up the apple, and say: This *is* an apple; or, This *is* a real apple; or, This *is* a green apple, etc. Have the child repeat the statements, and from them bring out the words. Teach it from the blackboard, as already mentioned; and print the sentences on the blackboard for reading and reviewing.

TEACHING THE LETTERS.

As yet nothing has been said about the letters. It will not be necessary to say much about them. Children

will "pick them up" somewhere, without the teacher's aid, or even knowledge; just as the new scholar learns the names of the other scholars; just as we all learn the names of persons and things we meet with, so easily, so unconsciously, that we are unable to tell how or where we became possessed of the knowledge. It seems unnecessary to *force* children to make an effort to learn what they will learn without effort, when *naturally* presented.

During the process of printing the words, the teacher may take advantage of the opportunities to "put the children on their track," so that they will learn the letters, if not unconsciously, as a pastime. Suppose the child is printing the word "cow," and makes the letter *o* too high, (thus, c^ow,) the teacher may say, "That is not right; do you not see the *o* is too high? This is the way to make it: Cow. The *o* must be on the line." Any letter misplaced or not made correctly can be mentioned thus *incidentally*, as the teacher shows where or how it should be. The child will catch the name as he catches the names of things he hears talked about. In this way the child will learn the letters quite as soon as though his efforts were confined to learning the letters.

TEACHING SPELLING.

The use of spelling is to enable us to make words. The making of words necessarily includes their spelling. By the word method the child begins to spell when he begins to learn. He makes or prints his first word, and each new word as he learns it. He may not know the *names* of the several parts, but he knows practically how to spell the word. The names of the parts (letters) will soon be learned as already explained, and when learned the child has all the benefits they give. Until the names are learned, of course the child can not spell orally, but the *eye* can be taught to spell, and in maturer years the eye is the real detector of bad spelling.

The child knows, for example, the word "cow," can tell it anywhere without hesitation. Print on the blackboard CWO. He will tell you at once that that is not "cow," for it does not look like it. He may not be able to tell

how it differs from "cow." This is what you are now to teach. Print the word "cow" under it. Call attention to the shape of the parts of both, and the number of parts. In these two respects both are alike. Why is not the first "cow" as well as the second? The trouble is in the *arrangement* of the letters. Scan them with the child; notice that the first (left hand) part of both is the same. In "cow" the round piece comes next; in the other it comes last. Put it in the middle and the child will see that by the change you have made the word "cow." The philosophy of this *eye* spelling is this. The word when taught makes its picture on the mind (brain?), as, in the daguerreotype process, ours is made on the plate. When the word is not spelled correctly, it does not look like the picture in the mind, and we pronounce it incorrect, and re-arrange till both are alike before we are satisfied.

Oral spelling, as soon as the child knows the names of the letters, is beneficial. Many witnesses confirm each other, and strengthen the testimony. The spelling lessons should be confined to the *reading* lessons. In most books the *new* words are placed in columns over the reading lessons. The child should be first taught to pronounce these words, and he should be made so thoroughly acquainted with their looks that he recognizes them anywhere. Then he should learn their spelling, so as to be able to print or *write* them correctly, and after the letters are learned, to spell them orally.

Let the teacher always remember that pronouncing *words*, though it be in proper order from the reading lesson, is *not reading*. A parrot may *pronounce* words. Nothing short of an *intelligent* child can *read* them. When words are simply pronounced from a reading lesson, let it *always* be from right to left.

We all do much as we see others do. Especially is this true of children. As the teacher, so the child. In teaching reading, make the most of this natural propensity. Teach much by example; show the child *how* to read.

Many teachers teach reading, or rather conduct the reading exercise, as though the main object were to read

the story; or perhaps I should further modify by saying, to see how *quick* they can read through the book. This is decidedly wrong. The main object should be to *teach* reading. The class should not leave a lesson till each member can *read* it. A single sentence, read as it should be, is worth far more to the class than pages gone over, as is often the case. Make the *reading book* a *drill book*.

TEACHING THE ELEMENTARY SOUNDS.

The English language has about forty elementary sounds, from which all our spoken words are made. To enable us to properly utter words, the vocal organs must be able to make, without hesitation, the sounds the words contain. This we learn to do when we learn to speak words. The *word* is the unit of sense; the "element" is the unit of sound. We begin with sense and proceed to sound. It is more difficult to utter the elements than to pronounce words, and yet the ability to properly utter each elementary sound by itself, will enable us to give each word spoken a *finish* that will give it entirety, exactness and beauty, to the ear that hears it. A practical familiarity with the vocal elements, becomes, in this light, a matter of no little importance, and children of all grades should be instructed and *drilled* in them.

In teaching the sounds, no representation of them should be presented to the eye. Teach them by making the sounds one at a time, and having the children imitate the sounds you make. From single sounds proceed to their combinations, uniting consonant and vowel sounds, and let your drills in the sounds be exercises in vocal gymnastics. Whether the exercises be whispered or vocalized, let them be with force and animation. A few minutes daily spent in this drill will be sufficient and very beneficial.

The children will *locate* these sounds without difficulty, after learned. Pronounce, for example, the word *no*. Ask if they hear the sound o in it, and which it is. Tell them to name other words that have the o sound. Resolving words into their elements, and forming them out of their elements, should be practiced often. In a short time,

and with but little help, children will locate all the sounds, and gain any other benefit the *sounds* can give.

Those wishing further hints on teaching by the method here presented, are referred to a little work* prepared expressly for teachers.

* WEBB'S WORD METHOD. 128 pages, 12mo. Published by Messrs. E. B. Smith & Co., Detroit, Michigan.

NOTES OF EUROPEAN TRAVEL.—II.

BY MRS. I. G. KINLEY.

LONDONDERRY, an old walled city, is finely situated on the river Foyle, four or five miles from the head of Lough Foyle. The walls are kept in good repair, and from the top the views of the surrounding country are magnificent. The citizens delight to inform strangers of the great siege Derry withstood in 1689 from King James' forces. Aside from its historical associations, we were not much interested in the city. The Cathedral and Bishop's Palace are the principal buildings. In the Cathedral, which is a handsome Gothic structure, are the colors taken at the siege, which give evidence that Time's relentless tooth has been busy in ornamenting the edges with fringe, and letting streaks of daylight through in various places. The finest monument in the city is a fluted column, erected to the memory of Rev. George Walker, the noble hero of the siege of Londonderry. Early in the morning we started for the Giant's Causeway, by the way of Coleraine, a place of great antiquity; but all we know of it is that the old song says Kitty of Coleraine resided here, and not feeling in the mood to hunt up her relations, we pushed on to Portrush. Here for the first time in our lives we saw a jaunting car, and engaged in the perilous feat of riding on one to the Causeway, a distance of six miles, the road taking us by Dunluce Castle. These cars are very original. The seats are on each side, with an elevated ridge in the middle; the whole perched

upon two wheels. Persons riding sit in the social position of back to back. The motion is indescribable, but not unpleasant, and where the car whisks round a corner, it occurs to an uninitiated rider, that he might not follow its direction, and were the roads not as level and hard as a floor, there might perhaps be a catastrophe. The drive was a delightful one, the road skirting the bold Irish coast. The sea views were enchanting, and everywhere abounded mementos of the giant Fin McCoul (supposed to have been the first Fenian), who the natives say built the Causeway, that the Scotch giant might cross over dry shod to be thrashed by him. After the death of both these worthies, the Causeway sank beneath the sea, leaving a portion of its abutments at Staffa, in Scotland, and the wonderful basaltic columns we gazed upon with so much wonder in this northern portion of Ireland. As we rode along the driver pointed out the Giant's Nose, in a huge rock, his profile in another, and his head in a third. Upon arriving at Dunluce Castle, a pile of very venerable ruins, we dismounted, and were met at the entrance by a dilapidated old man, who demanded, in the name of Lord Antrim, who owns everything in this region of country, a shilling per head for admittance. Our notions of nobility were let down slightly, as we paid the money into his lordship's coffers, but we afterwards learned that Americans were legitimate prey for the nobility of the British Isles to fatten upon. The castle was once the home of the McQuillans, who, it is said, could trace their ancestors back three thousand years, to the time when they left Babylon. Its antiquity is so great that no history goes back to its founder, and the mind is lost in conjecture in trying to grasp its age.

The main castle stands on a rock one hundred feet above the sea, and twenty feet from the main-land, to which it is connected by a natural, self-supported arch, or bridge, eighteen inches wide. Through this chasm, a hundred feet below, the sea boils, foams, and rushes in fury. Over this narrow bridge, spanning the fearful abyss, we were obliged to pass, and before our feet touched the isolated rock on the other side, the twenty feet

magnified themselves a hundred times, at least, to the imagination of one of the party. No roof kept out the storms of that uncertain climate, but the walls, though broken and tottering, still bade defiance to time. There were the ovens where *they* baked; there the ball-room where *they* danced; there the apartments where *they* slept; but who were *they*? That *they* did not pay much attention to sanitary measures was evident, from the lack of windows in their sleeping rooms; and it is quite certain that *they* loved darkness better than light, else their reception rooms would have had larger apertures for the admission of the sun's rays. With our thanks to the McQuillans, the McDonalds, and all others who had lived there, for the hour's entertainment we had enjoyed, we left the old porter to show another party over the ruins. The threatening aspect of the sky warned us to hasten on to the Causeway, which we reached just in time to save a wetting, by rushing into a hotel, *en masse*. A jaunting car is not the best mode of conveyance in a shower. When the sun shone out again, we started in a boat for Portcoon, a magnificent cave, into which we rowed to escape another drenching, grumbling, as we did so, about the juiciness of the Irish climate. The cave is three hundred and fifty feet long and about fifty feet high. Its entrance resembles a Gothic arch. The waves rushed in with so much force that our boat was lifted nearly to the top of the cave several times. When the sun again smiled, we rowed out of Portcoon, and passed several other caves, but time forbade our entering any of them. Approaching the Causeway from the water, we were astonished at the resemblance to an old feudal castle it presented, and in fact these rocks were mistaken for Dunluce Castle by the Spanish Armada, who bombarded them for several hours, in the obscurity of an Irish mist, ceasing only when the fog lifted, and discovered the illusion. There are, so our guide informed us, four thousand basaltic columns in this grand work of nature, and they are fitted so nicely together that it seems as if some human hand had fashioned them. They range from the triangular, or three-sided, up to the nona-

gon, or nine-sided. The aforesaid guide pointed out the Giant's Loom; his organ; his pulpit; his amphitheater; his gateway; his chimney-tops; his seat, on which if an unmarried person sits, the result will be a wedding within a year, in which he will be an interested party; his well from which if you drink and wish at the same time, the wish will be verified within the year; his grandmother, who was turned into stone for having three husbands at the same time; and numerous other important points relating to Fin McCoul.

While we rambled over these wonderful rocks, our guide kept the army of beggars and curiosity hucksters at bay; but when he had exhausted his Irish eloquence, and we turned toward the hotel, he let them loose upon us, and we fully expected to be obliged to surrender unconditionally. It strongly suggested Niagara Falls. Fortunately the rain began to pour down in true Irish style, and we were all obliged to run for shelter. Jauntily we road back to Portrush, through wind, rain and mud, glad enough to exchange our jaunting car for a compartment in a railroad car that would take us through to Belfast that evening. The day was an interesting one, and will long be remembered.

Belfast, situated at the head of Belfast Lough, is a very flourishing, thriving town, and reminds one of a New England city. The streets are wide and clean, and the houses substantially and comfortably built of brick. The city stands on land owned by the Marquis of Donegal, whose ancestors received it from James I., when there were but few houses on it. The flax and cotton manufactories are its chief sources of wealth, and the finest linen in the world is made here. We visited one cluster of mills, whose proprietor told us he employed about thirty thousand hands, in the different departments. We were politely escorted through the various mills, beginning with the one where the raw flax receives its first touches, and ending where the finest damask receives its last. There were table-cloths, napkins, and towels, with the initials and coats of arms of some of Europe's nobility, curiously and beautifully woven into them, and it is quite a custom

for travelers to leave orders for such things, to be forwarded, when finished, to their address.

Another jaunting car ride brought us to the Botanical Gardens, where each shrub, bush, and plant, seemed to be striving to outdo the others in the abundance and perfection of its flowers and buds. Although in lat. 54°, 36', 24'', north, there were fuschias blooming in the open air that remain out all winter. We, in this country, have no idea what geraniums, fuschias, and other flowering plants can do in the way of blossoms. The grounds are finely laid out and ornamented with miniature lakes, upon whose surface floated the white lily, emblem of purity. There were grand old trees everywhere, some very rare, some strangers, and some familiar friends.

Our next drive brought us to Cave Hill, upon whose summit remains an old fortification of Brian McArt's, whose clan was exterminated by order of Queen Elizabeth. There are splendid views of the surrounding country from this hill.

Our ride from Belfast to Dublin was through delightful scenery, and the general abundance of flowers was a constant pleasure. Every rude hut had its little patch of blossoming beauty, near the door, or its window ledges filled with pots aglow with brilliant colors. There were cultivated flowers all along the railroads, and it was the first time I had ever seen a railroad an ornament to the country through which it passed. The fine hawthorn hedges lent their charm, but their bloom had faded. The solidity of the stone fences, the masonry of some of the palatial residences, and even the road itself, over which we passed, seemed to indicate that the builders wrought for eternity as well as time. Our first halt was at Dundalk, where Edward Bruce was crowned king of Ireland. Our next rest was at Drogheda, on the river Boyne, where the great battle of the Boyne was fought by James II. and William, Prince of Orange.

But we must hasten on to Dublin; and as we roll along, our eyes are feasted with the soft tints of light and shade that steal over the landscape. Thatched roofed houses and mud cottages catch the sunlight as beautifully

as the grand palaces of nobility, and to an artist's eye are far more picturesque. Plentifully sprinkled along our route were ruined castles and towers, ivy-clothed and crowned, which furnished the poetry of our ride. I do not wonder that the Irish speak with affection of "swate Ireland." I almost went over to Fenianism myself.

THE GERMAN LANGUAGE IN AMERICA.—II.

BY PROF. REUBELT, OF INDIANA UNIVERSITY, BLOOMINGTON.

THE study of the classical languages, Latin and Greek, is in modern times urged mainly on the ground, that it is one of the best means of disciplining the mind. There was, indeed, a time when a knowledge of these languages and an acquaintance with the immortal works written in them, were absolutely necessary for, or rather constituted, higher education, simply because the nations of Western Europe had not fully emerged from barbarism, and their languages were crude and unrefined. The Latin language, as the language of the Church, was understood by the priests and scholars of every European country, was spoken and used by them not only in their correspondence with each other, but also in their learned books, which were intended for the savans of more than one country. This practice was still continued, when there was no longer the least necessity for it, when the leading modern languages were tolerably well developed, and when classical works had been composed in most of them. That this retarded the full development of, at least, some of the latter, is universally known and an object of general regret.

In our days the case is, indeed, greatly changed—a man can be a scholar now without understanding Latin and Greek; with a very few exceptions, the moderns have outstripped the ancients in every branch of literature and science, *e. gr.* in historiography, in all sciences relating to government and, especially, in the natural sciences,

wherein the Romans accomplished absolutely nothing, and the Greeks started a few ingenious theories—if the accounts of their great achievements are founded on facts, the knowledge of these died with the inventors and is for us absolutely lost. Hence it would be folly to go to their writings as sources of information, since we find infinitely more in the modern writings. It is, I believe, Goethe who said that everything we can learn from the ancients, that is really worth knowing, can be condensed into one volume of moderate size, and even that little is attainable in translations that are better than the great majority of “classical” graduates can make.

For the future theologian a critical knowledge of Latin and Greek, and still more of Hebrew, is, in our opinion, indispensably necessary to enable him to read the divine writings in the original, since a translation can not always express their full import. The historian, antiquarian, comparative philologist, must likewise possess a critical knowledge of these languages, but not of these alone, but also of Sanscrit, which in point of development, is not inferior to Greek, and of Gothic, Anglo-Saxon, the parents of modern German, English, Dutch, and Swedish. (Why the Anglo-Saxon, the parent of modern English, does not receive more attention in this country and in England, is really hard to understand.) But for the followers of every other profession, for the practical man that is demanded by the exigencies of the times, the study of Latin and Greek has solely *as a means of disciplining the mental powers* any real value. (We mean, of course, only that study that deserves the name, and not every mechanical performance that passes in certain quarters for studying Latin and Greek, as when the student, by the help of a “pony” and lexicon, gets out a translation, which with the “location” of the verb and noun, each taken by itself and without the least reference to the influence which one word exerts on another, fully satisfies the “learned” professor. That the latter practice confers any benefit whatsoever, we deny, but maintain that every hour thus spent or rather mispent, is a real loss.) And how does, as a means of men-

tal discipline, this study compare with the study of German? We took in our first article the ground that the study of German was in this respect equal to the study of Greek and superior to that of Latin, and it devolves on us now to establish this position. For this end we compare the grammars and lexica of these respective languages *together* as giving some correct idea of the subject matter, with which the student has to acquaint himself in order to master these respective languages.

Kühner's "Ausführliche Grammatik der Griechischen Sprache," perhaps the best Greek grammar in existence, consists of two parts, of four hundred and seventy-six and six hundred and eighty-four pages respectively; Heyse's "Ausführliches Lehrbuch der Deutschen Sprache," also one of the best of the kind, consists likewise of two parts, of nine hundred and sixteen and eight hundred and seventy-six pages respectively; "Das Deutsche Wörterbuch, von Jacob und Wilhelm Grimm" will consist, when completed, of sixteen volumes, of seventeen hundred and seventy-five pages each, of nearly the same size as Webster (unabridged). The Latin language is not so copious as the Greek, and I am acquainted with no Latin grammar that comes near Kühner's Gr. grammar in point of bulk. From this it appears, that the student of German has to master more material than the one that studies Latin or Greek.

Now as to the structure of these languages—the German has a variety of features in common with the Latin and the Greek—all of them are sisters belonging to the great Indo-Germanic stock of languages. The German has case-endings for nouns, adjectives and pronouns in common with Latin and Greek, and although it uses far oftener prepositions than either of the two ancient languages, yet it sustains in this particular a much nearer relation to them than to any of the modern languages. The Greek verb is fuller than the German, having more tenses, voices, numbers and moods than the latter, and yet the syntax of the German verb has many decided advantages over that of the Greek; the German infinitive, *e. gr.* admits of a far more extensive application than the

Greek, not to say the Latin, which is exceedingly limited, while the German Conjunctive carries off the palm over every other language of ancient or modern Europe. German has not only a conjunctive for each of the two futures, which the Greek verb lacks altogether, and the Latin in form, if not in reality, but its conjunctive has a force that is foreign to the same mood in Greek or Latin. Every classical student knows, that in Oratio Indirecta the Latin has decided advantages over the Greek, and the German outstrips herein even the Latin by far. The Latin says and only can say, *e. gr.*: *audivi, hominem interfectum esse*, leaving it altogether undecided, whether the speaker states a fact or repeats a report, while the German makes this distinction by the use of the indicative or conjunctive. *Ich habe gehört, dass ein Mensch getödtet worden ist*, states a fact, while: *dass * * * worden sei*, repeats merely a report. The Greek makes this distinction, but in the following sentence: *scripsit, id agi ut pons, quem in H. fecerat, dissolveretur*, the Greek cannot express the difference between *fecerat* and *fecisset*, which the German fully expresses by *geschlagen hatte* and *hätte*.

This subject might be continued almost *ad infinitum*, but these few remarks may suffice here. German literature needs no eulogy—every scholar in every branch of literature and science, that does more than skim the surface, knows how greatly modern science is indebted to the German mind, and such names as Humboldt, Liebig, Helmholtz, etc., etc., need but be mentioned in order to call forth feelings of gratitude and admiration in every cultivated breast. The fact is, the English, the German, and the French language embody the culture of the nineteenth century, and the time has come, when every scholar, both in this country, and in England, France and Germany, can not afford to be ignorant of any of these three languages, as he can scarcely take any book treating on any science, in hand, that is not full of references to and quotations from the two others of these languages. "Nature," published in London, notices in one number seven new publications, and six of them are German; in

another number, six, three of which are German, two English, and one French. The same is the case with German and French journals, and woe be to that nation or country, that would pursue a radically different course. In a comparatively short time it would lose its place among the best educated portions of the world.

Of the bearing of a knowledge of German on the "almighty" dollar in this country, we shall speak in our next.

THE HOT SPRINGS OF ARKANSAS.

BY THOMAS CHARLES.

THESE wonderful springs are situated in Hot Springs county, about fifty-five miles south-west of Little Rock. There is no public conveyance to them nearer than Little Rock, except an old-fashioned stage coach, running through a very rough, and almost uninhabited country. The hills and valleys still bear the native forests of poplar, oak, sour gum, and other deciduous trees, intermingled with the evergreen pine and holly, which add greatly to the beauty of the scenery.

A small stream of water flows to the south through Hot Springs Valley, and on either side hills rise to the height of four hundred to seven hundred feet. Under the east side of these hills, as it rises from the stream, is the great reservoir of hot water. Different persons give different numbers of these springs, ranging from fifty-four to eighty; but as it appeared to me, there is one great mass of hot water, extending about three hundred feet in width, and nearly eight hundred feet in length, bursting out at every crevice and opening, formed either by art or nature.

Some springs are as low down as the water in the brook, while others are about ninety-five feet higher. The flow of water from all of these is estimated at three hundred and fifty gallons per minute. Several of these springs are designated by different names, according

to the guess or fancy of some of the original settlers with reference to the difference in composition of the water at various places. But scientific investigation fails to show any difference in the chemical quality of the water. Its composition, according to Prof. Owen, is as follows: Organic matter combined with some moisture; silica with _____, not dissolved by water; bi-carbonate of lime, bi-carbonate of magnesia, chloride of potassium, chloride of sodium, oxide of iron, and a little alumina, sulphate of lime, dissolved by water, traces of iodine, and, perhaps, bromine.

The temperature of the water varies in different springs, from one hundred degrees to one hundred and forty-eight degrees, Fahrenheit. A party of us cooked eggs in one of the springs, and can testify from actual taste, that nature, in that form, is a good cook.

The citizens give three theories in regard to the cause of the heat. The first is, it is generated by the deposition of calcareous tufa by the water. The second claims that the water in its course passes over limestone, in such a condition as to cause heat, the same as in slacking lime. The third, and probably the correct theory, supposes that the water comes in contact with hot vapors, arising from the internal heated portions of the earth.

Cold water springs are also numerous in this vicinity. In one place a cold spring and a hot one are so near together that a person may put one hand in each at the same time.

The town of Hot Springs is chiefly made up of hotels and boarding houses, and is the resort of invalids from all parts of the United States. They bathe in the hot water, and drink vast quantities of it without any nauseating effects; and very many astonishing cures, effected by the use of the water, are well authenticated.

Rising and extending back from the hot springs from a quarter to a half mile, is a lofty hill which is called Whetstone Mountain. It is one mass of novaculite, or Ouachita oilstone, equal to the finest Carrara marble. It is said that the finest hone stones in the world are manufactured from this stone; and, as the mountain extends

ten or fifteen miles in length, the supply is sufficient for all time. The composition of this beautiful novaculite is said to be about 98-100 silica. Indeed, almost all the stone in that vicinity for several miles around, is composed largely of silica, and quartz crystals, more or less perfect, may be seen everywhere. These are found in so great abundance in a ridge some twelve or fifteen miles from the springs, that this ridge is called Crystal Mountain. For nearly a mile in width, and some miles in length, every fissure of this great hill seems to be made up of, and lined with beautiful crystals, many of them quite large and as transparent as the purest water. The beautiful clusters sell at prices, ranging from twenty-five cents to three dollars, according to size and structure.

It is difficult, in one short article, to give an adequate idea of this strange country and its wonderful natural scenery. A book by Col. Houston, of Hot Springs, will soon be published, giving a full description of this portion of Arkansas.

OFFICIAL DEPARTMENT.

OFFICIAL VISITS.

MOORE'S HILL COLLEGE.

ON the twenty-first of March I had the pleasure of visiting the college at Moore's Hill, under the Presidency of Thomas Harrison, A. M. Professors Adin Newlin, Charles W. Burnett, Hannah P. Adams, are his associates in the college department, and John W. Adams and John E. Hayman, principals of the Preparatory Department, and C. Amelia Harrison teacher of music. This institution has graduated forty-five students within the last twelve years. It shows general good work and commendable order. The President is a very genial man, and I think compels all to love and respect him. He evidently loves to teach, and gives evidence of readiness and ability. He is one of those Englishmen that learn the art of becoming Americans. By his invitation I made an afternoon address to the students, and in the evening to the citizens. I had appreciative attention on both occasions. The village has grown up in sympathy with the college, much aided by the liberality of John C. Moore, an earnest and enterprising citizen, from whom the place gets its name. The country around is a quiet, orderly place for the home of students.

AURORA.

This prosperous city is competing with Lawrenceburg for the court house. Their schools, under the superintendence of E. W. Clark, are in excellent working order. The people of Aurora show signs of enterprise, liberal views and a good appreciation of education. Few towns on the Ohio river, can show a more delightful surrounding. From the hill-top west, on which is the romantic home of Judge Holman, is a grand view. Aurora, Lawrenceburg, Cleves, North Vernon, the White Water, Miami, and Ohio valleys, all lie mapped out before you. A rich sunset casts a sheen of beauty over it, and makes it all a painter can desire. In the evening the citizens who could be absent from the Court House meeting, the great interest of the hour, gave me a good hearing. I am under much obligation to many of them for their kindness and hospitality. A good old-fashioned stage ride next morning brought me to

RISEING SUN,

The county seat of Ohio county. It has a good landing and its natural advantages and surroundings, make a favorable impression on a stranger.

The citizens, however, do not show that public educational interest, that is so observable in many places of its size. Its school building is quite below par, and must be discouraging to laborers within. The population and wealth of the place are adequate to much better accommodations. Many of their people are awake to this subject, but majorities rule. Four out of seven Trustees met me in the afternoon. Reports are favorable in behalf of their country schools. The Mail Boat passing down the river in the afternoon, I had to leave without a lecture. It had been many years since I had sailed on the Ohio and I expected to enjoy it much. The scenery was as beautiful as when I was a boy, and its sunset as rich, but any mode of travel is unsatisfactory in these days, when you can not tell when you can start or when you can stop. Such is steamboat travel, by night and by day. I got to

VEVAY

Two hours behind time on account of frequent detentions. I was well met by R. F. Brewington, County Examiner, a teacher and an officer up to the times. Next morning I had the pleasure of visiting the Graded School, under his superintendence, and found much to interest me. The Trustees are considering the propriety of a sufficient levy of tax to keep the schools running all the year. Too many of our incorporated towns suffer the graded public schools to give place to private schools, when the funds are exhausted. Grades are thus broken up and the advantages of the system lost; teachers leave—a new set succeed them. The advantages of experience are not saved. Four out of twelve Trustees met me in the afternoon, in the Auditor's office, where the workings of education in the county were considered. Nothing was presented out of the usual course of things. Trustees are considering favorably the expediency of levying tuition tax in order to keep up the public schools longer. It is the wisest and cheapest method to levy to the limit of the law. The people of Iowa can tax themselves one and one-fourth per cent., while in Indiana one-half of one per cent. is the limit, and we are afraid of that. The Mail Boat Line to Madison passes Vevay at the hour for evening lecture, and Judge Carter, whose Court was in session, showed his appreciation of my educational work, as well as his liberal courtesy, by adjourning at four P. M., to give the citizens an opportunity to hear me. We had a fair attendance and good attention. I left for

MADISON AND HANOVER

By mail boat on a rich sunset eve. We had a succession of tedious delays, which made it impossible to anticipate when our destination could be reached. About eleven o'clock, two hours behind time, we landed.

I had not seen Hanover since I was a boy, and was glad to visit it again. The old mud road from Madison has given place to the substantial McAdamized. A young friend kindly offered me a seat in his buggy. There are few roads in Indiana that, in a distance of seven miles, can treat you to better scenery. We found the old college building converted into a church, and a new edifice, capping the crown of a beautiful knoll that commands a grand view of the Ohio, to the north-east and far down to the south-west, until it

melts into a silver wire. A more fitting place for a college can not be found. A good, temperate, orderly population around gives to strangers a guarantee that young men will be properly influenced in their good efforts to prepare themselves for an honorable and useful life. By the invitation of the President, I had an opportunity to address the students at the close of their chapel exercises. No occasion affords me more interest than to find myself in the presence of those who have already made creditable advancement in a collegiate course, and whose minds are influenced by high resolves and worthy ideals of life. I see in them the great intellectual power that will shape the work of the next generation. May God inspire them with clear conceptions of a true life and give them energy and will to do its work nobly and well. The officers of the college are President, Dr. G. D. Archibald; Professors E. H. Thompson, J. B. Garritt, E. J. Hamilton, E. S. Nelson, and L. B. W. Shryock, and J. H. Thompson, Tutor. In the afternoon I addressed the citizens of Hanover and returned to Madison. An announcement had been made for an evening address at the court house, at the latter place.

DE PAUW COLLEGE.

This Institution for young ladies is neatly located in New Albany. It has received a handsome donation from Washington De Pauw, a wealthy citizen of that place, whose name it bears, and who has shown his generous liberality in various ways to business enterprise and learning. Its President is Dr. E. Rowley, assisted by Mary F. McCauley, Eliza Grove, Nellie Gifford, Emma C. Dewhurst and Eugenie F. Gifford. By special invitation I addressed the young ladies on the morning of the 12th. I rarely meet a more intelligent and appreciative audience. The Institution is under the control of the Methodist church. It is doing a good work for New Albany and Jeffersonville, whence its students largely come.

STATE PRISON SOUTH.

On the 10th inst., in company with Gov. Baker, Aaron Wood, chaplain of Northern Prison, and Charles F. Coffin and wife, of Richmond, I visited the prison at Jeffersonville. At 9 A. M. was the Sabbath School. This, and, the prayer meeting that follows it, are made up of volunteers. I think about two thirds or two hundred and fifty attended. Much interest was shown in the exercises. At its close two hundred remained in the prayer meeting, which lasted about forty-five minutes. The time was, after a few appropriate introductory remarks by the chaplain, John W. Sullivan, fully occupied by the prisoners. About ten or twelve exhortations were made by them, and three or four prayers. Sometimes several would rise simultaneously but gave place to each other in order. There is a good evidence of religious feelings among many of the convicts. The regular meeting for worship was at 11 A. M. In the afternoon an opportunity was given to as many of the prisoners as desired to reassemble to hear Aaron Wood and myself. About the usual Sabbath School attendance was in the chapel. Colonel Schuler,

the Warden, is doing an excellent work. The prisoners feel for him great respect, and he is evidently laboring for their good. A fire occurred not long before, when it was necessary to order several of them outside to work. Opportunity was thus afforded them to escape, but their honor forbid it. They afterwards stated that liberty is sweet, but they would not gain it dishonorably. Col. Shuler had confided in them and they would not abuse his confidence. Gov. Baker, in a brief, forcible address, spoke most touchingly on this subject. Prison Reform is one of the great subjects of the age. How shall we punish crime so that it shall work out the best results to the individual and to the State?

STATE NORMAL SCHOOL.

It affords me pleasure to say that our State Normal School, at Terre Haute, is proving a success. President W. A. Jones and associates are doing a work that commends itself to the cordial approval of the best educators. The summer term opened with more than *double* the number of winter term. Over sixty have been enrolled in the Normal Department and accessions are constantly being made. The Faculty now consist of President Wm. A. Jones, Professors George P. Brown, R. S. Bosworth, Julia Newell, and Mary Bruce; and Ruth Morris, Principal of the Primary Department.

Persons visiting Terre Haute would do well to call and see for themselves. At the last meeting of the State Board of Education, a resolution was passed requesting the Normal School Board to provide for a short session of five or six weeks, in July and August, for a brief Normal Course for the benefit of such as are regularly employed during the year and are unable to attend the usual Normal course. They also recommend that a meeting of the

COUNTY EXAMINERS

Be held during the time of said session for the purpose of discussing the various educational interests of the the State, and that Examiners may become familiar with the workings of our Normal School, and appreciate its advantages in aid of Institute work. Such county Examiners as favor such a call please indicate the same to me early. A complete account of the action of the Board of Normal School Trustees, in relation to both the above subjects may be expected next month. The various railroads leading to Terre Haute will be solicited to pass students to the extra Normal School Session, and Examiners to their Convention, at reduced rates.

B. C. HOBBS,
Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

OUR thanks are due to several of our friends for local news, but from others we can get nothing. Are you all too busy to write, or is nothing doing, or have you forgotten that there is a School Journal in our State, ready to publish educational news? Others want to hear from you. Please oblige them. The columns of the JOURNAL are open: let us hear.

THE various houses of the United States, publishing school books, have recently entered into agreement to discontinue traveling agents. Each reserves the right to employ a small number of resident or local agents, these to be stationed, we suppose, in large commercial centers.

This movement is commendable, and for two reasons: (1) Economy to the houses; (2) Non-annoyance to school officers, teachers and patrons. It is obvious on statement, that it will save to the houses as a body many thousand dollars annually, in some cases several thousands to a single house. The non annoyance is equally obvious to any one who has gone through a three weeks' siege of an agent to get certain books out of the schools and certain others in. The relief is quite appreciable by the parent who, because of frequent changes, brought about by agents, has been compelled to supply his children with books in the same branches, twice or three times a year.

Viewed from either side we commend the movement, and believe it will do good. Indeed, viewed from any side, we believe it good, save from the agent-side. Many enterprising and valuable men will, for the time being, be thrown out of employment. But competent men will soon find employment, and incompetent may be improved if left to lie *fallow* awhile.

It has been a common remark for years, that English grammar is more poorly taught than any other branch in our common schools. I have generally believed this on concurrent testimony. My labors in the State University for nearly two years have furnished *facts* in evidence. During these two years, it has fallen to my lot to examine, in the common school branches, all applicants for admission to the University. In nineteen cases out of twenty, the student shows a better knowledge of arithmetic than of grammar. Nearly the same ratio holds in geography; the ratio is smaller in penmanship and spelling. No student has failed to pass, whose failure did not include grammar, and in eighty per cent. of the failures, the defect is in grammar alone. The facts evolved in these examinations, are that the pupils are most proficient in arithmetic, and least proficient in grammar. As

this applies to something above one hundred students from different parts of the State, and from schools of all grades, it furnishes strong evidence of the declaration, that grammar is most poorly taught of the common school branches; and second, that arithmetic is best taught.

The immediate reason for this is in the teacher, namely, in his abilities. As a rule, teachers are more skilled in arithmetic than in grammar; hence, as a necessary consequence, they teach arithmetic better. A remoter reason lies in a misapprehension of difficulties in the two branches; it being held by many that grammar is no more difficult of mastery than arithmetic. This is a capital error, producing bad results. A still remoter cause, is public sentiment. This sentiment in majority of cases places a higher estimate upon arithmetical knowledge than on grammatical. I submit that this is error, unless, when viewed from the lowest conceivable plane of utilities. This leads to three weeks of drill on the square and cube roots, and three recitations on the irregular verbs. In after-life, the pupil may use his knowledge of these roots once a year, sometimes once in five years, yet he can scarcely pass a day without using irregular verbs, and in many cases, he passes but few days without making errors in these verbs.

Without carrying reasons and results farther, it is respectfully submitted that reform is needed. Reader, please give this consideration.

COST OF TOBACCO; OR, HOW TO MAKE MONEY.

Bora, do you want to know how to make money? Certainly you do. There is not a boy with a head on his shoulders, that does not want to make money; and this is right, if prompted by a good desire—the desire to use it for good purposes. But it is not our purpose to speak about the morality of money making, or money spending, but rather *how* to make it. This is just what you want to know, *how to make money*. Well, there are two ways: One by direct economy; the other much easier, simply saving. This is not only the easier, but the more effective method. Many men make money enough to become wealthy, yet remain poor, because they have not learned how to save. It is the small sum at the end of each year, with the plus (+) sign before it, that makes some men rich, and the same sum with the minus (—) sign before it, that makes multitudes poor.

We propose to have you put the plus sign before these sums, *i. e.*, learn to save. This saving should obtain in all the departments, but for the present, we apply it to tobacco only. You have applied your arithmetical knowledge to certain practical problems, as the measurement of land, payments, the cost of wheat, etc., but, perhaps, never to the cost of tobacco. Let us see.

Problem First. A boy commences smoking or chewing at fifteen years of age, and continues until sixty-five—fifty years—spending five cents per day. How much has he spent? Answer, \$912.50.

Problem Second. If he spend fifteen cents a day, (as some do,) how much has he spent? Answer, \$2,737.50.

Problem Third. If this first sum, \$912.50, be loaned at ten per cent.

compound interest, for twenty-five years, what will it amount to? Answer, a little over \$10,861.

Problem Fourth. If the second sum, \$2,737.50, be loaned at ten per cent compound interest, for twenty-five years, what will it amount to? Answer, a little over \$29,200.

Now, boys, this is getting rich by *saving*. All you have to do is to avoid wasting your money, and in one case when you are sixty five years old, you will have the neat little fortune of \$10,861, and in the other case the larger fortune of \$29,200. Added to this, you may, in many cases, have clean teeth, a sweet breath, cleaner clothes, and a better conscience.

How many boys in the public schools in Indiana, are ready to try this method of making money? Those who are ready, will oblige us if they will forward their names, and we will publish them in the JOURNAL, unless too many.

We request some boy, expert in arithmetic, to solve these problems in interest with exact accuracy, as we did not so solve them. We compromise a small fraction in the base of the calculation, taking seven years and a third, as the period for doubling the capital loaned. The time is not precisely a third, hence, a small variation in result.

It will be observed that we take twenty-five years, half of the whole time. This seems just, as half the money was expended before the twenty-five years, and half after. Twenty-five is therefore the mean time.

Solve the tobacco problem, and then never *chew*, but *eschew*, tobacco forever. If you will do this, you will be neater, sweeter, healthier, *wealthier*, and wiser. Try it, and if this be not true, report to us, and we will publish a full confession of our error.

NOTE—The Internal Revenue on tobacco in the United States for the year 1869, was \$23,430,000. The amount spent for education in the United States in 1869, was in round numbers, \$12,000,000. The amount of revenue on tobacco in Indiana, for 1869, was \$2,593,000. The amount expended for education, for tuition, building houses, and pay of officers, all was \$2,518,000. Astounding! \$75,000 more for tobacco, than for education! Men often complain of their school tax, but of their tobacco tax, never.

Will wisdom die with us?

THREE IMPORTANT THINGS.

THREE things to love—courage, gentleness and affection.

Three things to admire—intellectual power, dignity and gracefulness.

Three things to hate—cruelty, arrogance and ingratitude.

Three things to delight in—beauty, frankness and freedom.

Three things to wish for—health, friends and cheerful spirit.

Three things to avoid—idleness, loquacity and flippant jesting.

Three things to pray for—faith, peace and purity of heart.

Three things to contend for—honor, country and friends.

Three things to govern—temper, tongue and conduct.

Three things to think about—life, death and eternity.

TERRE HAUTE.—The following we obtain through favor of Sup't Wiley, concerning the Terre Haute Schools:

Whole number of pupils enrolled	2,207
Average number enrolled	2,046
Average daily attendance	1,938
Average daily absence	108
Per cent. of attendance	94.7
Number of pupils not tardy	1,577
Number of pupils not absent	915
Number neither tardy nor absent	766
Per cent. of punctuality	99 3
Number on the Roll of Honor	103

The figures are not quite so high for March as for the preceding months, accounted for in the fact of very disagreeable weather.

The *Peru Republican* maintains a lively "Educational" column. The Examiner of Miami county, Mr. G. I. Reed, has adopted the plan of holding township meetings. These meetings are held on Saturdays, at some central school house. The regular school is continued a part of the day, so that the visiting teachers can observe the methods of government and of imparting instruction. In the afternoon the children are excused, and a teachers' meeting is held, in which these various methods are reviewed and discussed. These meetings are varied by essays, reports and discussions.

Frequently the citizens are called together in the evening, to listen to a lecture on educational matters.

D Eckley Hunter has done most of this work for the past year, the Examiner's time being otherwise engaged.

We have been pursuing a very similar plan with regard to teachers' meetings for more than two years, and know it to be a good one. We commend it to Examiners generally, and especially those who have not time to visit all their separate schools.

With this system of teachers' meetings and lectures, and the active co-operation of the leading paper of the county, Miami ought to make rapid strides towards a high educational standard.

At a recent meeting of the State Board of Education, William Hanneman, Esq., Indianapolis; Hon. B. E. Rhodes, Newport; and Rev. John S. Irwin, Fort Wayne, were appointed Trustees of the State University. The first two were re-appointed; the other elected for the first time. A resolution was adopted, recommending a six weeks' session of the Normal School, opening in August. Nothing else was done, so far as we have learned, there seeming to be but little business before the Board.

MR. JAMES P. COTTON's District School in Laporte county makes a fine showing. An enrollment of twenty-nine gives an average attendance for the quarter, of twenty-five and two-thirds. He teaches Book-keeping and Physiology. This is practical, and sensible. Side by side with these, we should be glad to see exercises in English composition. Mr. C. speaks hopefully of education in his part of the State.

SOLOMON, Paul and Homer, advocate temperance :

Solomon.—"Wine is a mocker."

Paul.—"He that striveth for the mastery, is temperate in all things."

Homer.—"No, not for me pour the luscious wine, lest my unnerved limbs lose their wonted powers.."

Young man, think twice before you say you "know better."

THE newspapers say that Professor Campbell, of Wabash, has discovered that Terre Haute occupies the exact center of the triangle of which Cincinnati, St. Louis and Chicago, are the apices. The corollary is that Terre Haute is the place for the new capital of the nation. Well done, Terre Haute, the Normal School, and the "White House," will suffice for a year or two.

By the kindness of W. D. Henkle, State School Commissioner of Ohio, we have before us the Sixteenth Annual Report from his Department. Besides a large amount of useful statistical matter, it contains some valuable suggestions on School Legislation, County Superintendency, Teachers' Institutes, Normal Instruction, &c.

IN the next number of the JOURNAL we hope to present the first article of a series of papers on the subject of Reading, by W. A. Jones, President of the State Normal School. These will be valuable articles, and ought to be read by every teacher in the State.

DURING the spring vacation, Sup't Shortridge, of Indianapolis, with eight or ten of his teachers, visited the St. Louis schools. Six or eight teachers at the same time visited the Cincinnati schools. If this is not enterprise, we don't know where to look for it.

THE teachers of Rush County propose having a grand reunion at Rushville, on Saturday, May 21. Among other exercises an address by Superintendent Hobbs, is on the programme. Everybody is invited and a good time is expected.

A BIOGRAPHICAL sketch of Professor Charles Barnes, will appear in next issue.

HADLEY BROTHERS, 41 Madison Street, Chicago, have a new programme clock which is an improvement on all former inventions. It is just what should be in every school room. Teachers visiting Chicago will find it interesting to call and see it.

W. F. H. WILKINS, of West Lebanon, Ind., who gives good references as a teacher, wants to change for a position that will pay better.

THREE hundred teachers ought to attend the short session of the State Normal School next summer.

READ OUR CIRCULAR: The "*Little Chief*," a splendid paper for children, or, "*Wood's Household Magazine*," a good family paper, will be sent with the JOURNAL, one year, for \$1.75. Teachers send in your subscriptions.

THE Board of Trustees of the State Normal School, visited that institution in March, and reported favorably. The summer session of the school opened with about fifty pupils. This is a creditable number at so early a period in the history of the institution.

AS FOR report in the *Peru Republican*, D. E. Hunter, Superintendent of the Peru schools, is doing a good work, in delivering evening educational lectures in the school houses in the country near town. An imitation of this by others would be well. "Let your light shine."

INDIANAPOLIS will put up a school house this summer, costing \$36,000. Franklin is completing a house at about \$30,000. Lafayette is about completing one of the largest and most expensive houses in the State. Of the precise cost, we are not informed.

A BIBLE and a good newspaper in every house, a good school in every district, and an evangelical church in every neighborhood, and all appreciated as they should be, are the support of virtue, morality, civil liberty, and pure religion.

THE doctrine that "It is more blessed to give than to receive," seems to be verified in the two particulars of *advice* and *criticism*. All seem much more ready to give than to take.

ONE of the inalienable rights of every boy and girl in this free country, is to be *somedbody*. But remember, this is not accomplished by idling, dreaming or wishing, but by work, work, persistent, indomitable work.

THAT young lady teacher, who married a young man with a large house and small brain, thinks more of his cents, (*sense*,) than of his *intelligence*. She may change her mind some day.

SOME young men, in their fondness for well-balanced heads, are parting their hair in the middle. We suppose no one will object, it is so *lady-like*.

It is said there are 1,266 post offices in Indiana.

ABROAD.

—Last year Girard College is said to have spent \$163,790.

—North Carolina spent last year only \$165,000, for the education of 350,000 children. Rather cheap.

—Professor Hosmer, of Antioch College, has gone to Europe for the purpose of engaging in certain studies.

—The Wesleyan University, (Methodist,) at Bloomington, Ill., is making additions to its buildings, at a cost of \$85,000.

—Hon. Henry Barnard says that each West Point graduate costs the Government \$10,000. At this rate military men are rather costly.

—Marietta College, Ohio, is preparing to organize a school of science, with mining and geology as specialties. Another step in harmony with the wants of the times.

—J. Wesley Harper, of the great Harper Publishing House, of New York, who deceased a short time since, left \$365,000. He was one of the fine business men of the country.

—Humboldt estimates the annual rain-fall, in absence of disturbing local causes, as follows: On equator, 96 inches; parallel 19 deg., 80 inches; 45 deg., 29 inches; 60 deg., 17 inches.

—Boston, ever in the van of progress, is preparing a Horticultural school for women. A portion of the funds were raised as early as March. It seems that Pomology should be included.

—The Methodists of New York, in convention, a short time since, resolved in favor of the establishment of a great central University, for that denomination, at a cost of a million dollars.

—Half-day sessions of schools are meeting with favor in the manufacturing districts of Massachusetts. It is claimed that greater progress is made in the half, than in the whole day sessions. What is truth?

—It is said that Jeff. Davis is writing a novel on the Mexican War. His experience in that war was more romantic than in one in which he was more recently engaged. Will he repeat his slander on Indiana soldiers?

—The first grand jury of women in Wyoming Territory, convened in Laramie City, March 7th. This was the first grand jury of women ever convened on this continent, and if history be trustworthy, it was the first in the world.

—It is said that the legislature of New York, at its last session, appropriated near a half million of dollars to the Catholics of that State, for educational purposes. It is further said that nine-tenths of all the municipal officers in New York City are Catholics, in either faith or sympathy.

—President Grant, in his message to Congress, announcing the ratification of the Fifteenth Amendment, uttered a few timely and solid words in behalf of education. These are his words:

"I would therefore call upon Congress to take all measures within their constitutional power to promote and encourage popular education throughout the country, and I call upon the people everywhere to see to it that all who possess and exercise political rights shall have an opportunity to acquire knowledge which will make their share in the government a blessing and not a curse."

RHODE ISLAND.—Last year the average length of schools in Rhode Island was eight and four-tenths months. Some towns fell as low as six months.

The number of male teachers in summer is sixty-two; in winter, one hundred and seventy-three. The number of female teachers in winter is five hundred; in summer, five hundred and forty-nine. Thus, it is seen, teaching has passed almost wholly into the hands of women.

Tuition is not free in this State. A small tuition under the head of "rate-bills," is charged every pupil. This is a little blotch of economy on the fair escutcheon of the State, which should be wiped out.

The State Superintendent, in his last report, pleads for a State Normal School. He recommends a State Board of Education; also, that the minimum of school be not less than thirty-five weeks per annum, as an average throughout the State.

RELIGIOUS EXERCISES IN PUBLIC SCHOOLS.—The Ohio Legislature has passed the following bill to regulate religious exercises in the public schools of that State:

Section 1. *Be it enacted by the General Assembly of the State of Ohio,* That it shall be unlawful for any Board of Education, or local school directors in this State either to enjoin or prevent, directly or indirectly, the reading of the Bible, the singing of religious hymns, or prayer in any school under their charge; but the privilege is hereby expressly granted to any teacher in any public school to devote a portion of time, not to exceed fifteen minutes of each day, before or after the regular secular exercises of the school, in such non-sectarian religious exercises as he or she may deem proper; provided, that no pupil shall be required to be present at such exercises whose parent or guardian desires such pupil to be excused; and provided further, that the exercises shall be at the latter time aforesaid when the parent or guardian of any pupil claims that the detention of such pupil until after the religious exercises in the morning is an inconvenience.

Section 2. This act to take effect on its passage.

DECEASED.—On March 22d, Edward Thompson, D.D., a bishop of the Methodist Episcopal Church, in the sixtieth year of his age. He was born in 1810, in Portea, England. His parents moved to this country in 1819, settling, after a few years, in Ohio. He received a good training in several of the more elementary sciences, and in the Latin language, though not a graduate of any literary college. He graduated in the Pennsylvania Medical College, receiving the degree M.D. in 1829.

He took work as a Methodist minister in 1833, and commenced his labors as an educator by accepting the Presidency of Norwalk Seminary, in 1838. He held this position until 1844, when he was appointed editor of the *Ladies' Repository*. This position he filled with marked ability until 1847, when he was elected President of Ohio Wesleyan University. Here he laid the solid foundation of his reputation. A ripe scholar, a superior administrator, a discriminating judge of human nature, an elegant and forcible speaker, he could scarcely fail to rise as he did, to the first rank of college presidents. So strong was his hold on the respect and affections of the students, that his separation, on resigning his position, was very like that of father and children.

He left this position in 1860—in compliance with the action of the General Conference, to take the editorship of the *Christian Advocate*, at New York. This position he held until 1864, when he was elected Bishop. In this last position he worked, up to within a few days of his death, falling like a true soldier with his armor on.

His name is embalmed in the sweet and pure Christian virtues, and his life ennobled by devoted, constant and honorable labor.

His remains rest at Delaware, the seat of the University in which he did so much valuable work.

A true and good man has fallen.

GENERAL GEORGE H. THOMAS, Commander of the Department of the Pacific Coast, died at San Francisco, California, March 28. He fell at a blow. At half past one, P. M., he was in his office transacting business, and at eight P. M. of the same day he was a corpse. Apoplexy was the disease.

General Thomas was born at Southhampton, Va., 1818. He entered West Point, 1836. He served in the Florida and Mexican wars. He entered the late war in 1861, as colonel of the Second Cavalry. He passed the grades of promotion rapidly. He was made brigadier general of volunteers in August, 1862; major general of volunteers in April, 1862; commander of the Army of the Cumberland in October, 1862; brigadier general of the regular army October 1863; and major general January, 1865.

His work in behalf of the Union and the flag is still fresh in the memory of a grateful nation. He was in the hard-fought battles of Murfreesboro, Chattanooga, Chickamauga, Atlanta, and others, and with Sherman in his march to the sea.

He was strictly just, dealing fairly with all, without regard to rank or color. His justice had in it mercy, almost affection, gaining for him the endearing soubriquet of "Pap Thomas." A summary of his character is thus given by another: "Modest, almost shy, a somewhat silent man, pure and

upright in all his life; brave as a lion, and steady as granite in battle. * * General Thomas was a model soldier, and displayed in his career, qualities which may well be held up for the admiration and imitation of American youth."

His remains were carried from the quiet Pacific to the family burying ground in Troy, New York, a distance of over two thousand miles—a silent "dead march" from the sea, a nation mourning his loss, and revering his memory. *Requiescat in pace.*

CALVIN KINGSLEY, D.D., Bishop in the Methodist Church, died about the 8th of March, at some point on his way from Alexandria to Palestine. Up to date of writing, the exact time and place of his death are not known. It is only known that he was on his way from Alexandria to Palestine.

Bishop Kingsley was born in Oneida county, N. Y., 1812. In 1826 his parents moved to Ohio, where young Kingsley spent his youth on a farm. After reaching young manhood, he worked in summer and taught school in winter, until 1836, when he entered Meadville College, Pa., graduating in 1841. Immediately after his graduation he was elected Professor of Mathematics in his alma mater, which position he ably filled for several years. In 1856 he was elected editor of the *Western Christian Advocate*.

He drove a strong pen, and when used in behalf of the Union, and the Union army, and against rebels and rebellion, it often had a power as if in the grasp of a Titan. Our Union pulse always beat quicker and stronger after finishing one of his sledge hammer articles against secession. As a writer, he was strong, clear, logical, always saying something.

In 1864 he was elected to the bishopric, the position which he was holding at time of his death.

Like the two illustrious men above named, his death was sudden, and like them he fell at his post—and like them he is mourned as a true man and a strong defender of truth and the right.

It is rare that the death of three so distinguished men follow one another in such quick succession.

Surely "in the midst of life we are in death."

ERRATUM.—In the note, following the article on tobacco, a mistake occurs which was not noticed till after the "form" was off the press.

\$900.—WANTED an active man, in each County in the States, to travel and take orders by sample, for TEA, COFFEE, and SPICES. To suitable men we will give a salary of \$900 to \$1,000 a year, above traveling and other expenses, and a reasonable commission on sales. Immediate applications are solicited from proper parties. References exchanged. Apply to, or address immediately,

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384 Bowery, New York.

BOOK TABLE.

COUNTRY SCHOOL HOUSES; containing elevations, plans, specifications, with estimates, directions to builders, suggestions as to school grounds, furniture, apparatus, &c., with a treatise on School House Architecture. By James Johnston. With numerous designs by S. E. Hines. New York: Ivison, Phinney, Blakeman & Co.

One of the sequences of culture and wealth is improved architecture. Culture begets an appreciation of the beautiful; wealth furnishes the means of securing a mart. The universal heart responds to the sentiment, "a thing of beauty is a joy forever."

The well-proportioned dome, the graceful tower, the elegant spire, as well as the "long drawn isles and fretted vaults," ever speak eloquently to our better nature. Through the avenues of the beautiful are often reached the pure and the good. Beauty and purity are kin. The altar of the one is often found near the sacred shrine of the other.

'Tis wise, then, to encourage, within due limits, the beautiful in architecture, whether in the residence, the church, or the school house. The work before us is directly promotive of this end. And added to this, it aims to secure comfort and convenience. Still added, it descends, or in a business view, ascends, to detailed plans, specifications and plans. These give the book its specific and practical value.

The ground plan shows windows, doors, places for seats, stoves, blackboards, venti-ducts, wardrobes, library case, &c. The elevation shows the architectural symmetry, a beauty of the proposed building. The specifications designate the material and kind of work, whilst the estimates show the cost, (for the place and time in which they were made.) It is not to be presumed that estimates would be strictly applicable to any and all parts of the country, irrespective of the supply of material, facilities for shipping, cost of labor, &c. Yet these estimates will be of much value as guidance to proximate results.

The work gives the ground plans and elevations of twenty houses, also, the specifications and estimates of cost of a majority of them.

A prime excellence in the work is that it goes down to the wants of the million. It begins with the district house having but one room. Here is where light is specially needed, and wherein the work is specially calculated to do good.

The subjects of apparatus, furniture, grounds, out-buildings, light, heat and ventilation, all receive attention, but cannot be noticed here.

In conclusion, we express our estimate of the book by saying: (1) That we wish a copy were in the hands of every school trustee in Indiana; and (2) Were the principles and directions herein set forth, observed and applied throughout the State for a single year, many thousand dollars would be saved.

We hope our Trustees will endeavor to acquaint themselves with this book, or some other as good, if there be such.

COPPEE'S ELEMENTS OF RHETORIC. E. H. Butler & Co., Philadelphia.

We have looked through this little book with some care, and find in it much to commend. The author has aimed to strike a mean between those philosophical treatises which are too difficult for the common student, and those other text-books which treat Rhetoric as a higher sort of grammar, and fail to recognize its true relation to logic.

For those who have thoroughly studied grammar and those subjects that legitimately belong with it, viz: Use of Capitals, Punctuation, Letter writing, &c., this is certainly a good book.

FRENCH PROSE AND POETRY. By Edward H. Magill, A. M. Boston and Chicago: Woolworth, Ainsworth & Co.

This book is an advanced French Reader. It contains selections from the principal classical French poets and prose writers during the past two hundred years; or from the age of Louis XIV. to the present day, with biographical notices of the authors, the whole chronologically arranged. There is, also, a notice upon French versification and, in Part IV, explanatory and critical notes upon the selections.

We can readily see the advantages which a book of this character possesses over the entire work of a single author, as a book for the student. Here he is introduced to the best productions of separate writers, and after reading, thinking, and judging for himself, he will be induced to study more extensively the works of those men or women who please him most. It is not such a book as is generally placed in the hands of the French pupil, but it is just such a book as we give to the child who is trying to master his mother tongue, and why proceed to the study of French differently from what we would to the study of English?

CÆSAR DE BELLO GALLICO. By J. H. Hanson, A. M. Boston: Woolworth, Ainsworth & Co.

This volume, which comprises the whole of Cæsar's Commentaries on the Gallic war, is the first of a series of Latin books which the author has consented to prepare, at the request of several distinguished classical teachers. To those who are acquainted with Hanson's Preparatory Latin Prose Book, it is only necessary to say the present volume contains all the characteristic features of that admirable work. To all others, we would say that the editor has prepared this with strict reference to the one idea that the pupil must be *thoroughly drilled* on the construction of the language, if he expects to receive any possible good from the study of it.

EGYPT 3,500 YEARS AGO, is the name of the last book of the Library of Wonders. Published by Charles Scribner & Co., New York.

Persons who are interested in learning of the ancient customs and people of this most ancient and most interesting of ancient countries, will, doubtless, read this book with pleasure. This is the sixth book of the "Library," and all of them are good.

EVERY SATURDAY, for April, contains a pictorial supplement of remarkable attractiveness and great merit as a work of art. It represents Edwin Booth as *Hamlet*, and will be recognized by all who have ever seen the great tragedian in his favorite character, as a striking and admirable likeness. The next number of *Every Saturday* will contain a supplement companion picture, representing Mr. Fechter as *Hamlet*.

DAY SCHOOL SINGER is the name of a little book by Philip Phillips; published by Wilson, Hinkle & Co., Cincinnati, O. It is progressive, advancing from song lessons for little folks up to practical school songs, and a few familiar hymns for advanced scholars. It contains a good variety of spirited songs.

THE LITTLE CORPORAL is one of the best juvenile magazines that comes to our Table. It is published in Chicago, by Alfred L. Sewell & Co. The same House publishes *The School Festival*, devoted to school exhibitions.

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Indiana School Journal and Teacher.

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JUNE, 1870.

No. 6.

PROFESSOR CHARLES BARNES.

IN MEMORIAM.

PROF. CHARLES BARNES was born in Lancaster, Ky. He was the son of the Rev. J. C. and M. S. Barnes. His early education was conducted by a great uncle, residing in his father's family, an Englishman by birth, and a man of liberal education, whose favorite pursuit was mathematics, and to this branch of study he required his pupil to devote much time and attention, and highly commended his progress therein. When ten years of age, he was put to school for a year in his native town, where he began his Latin course, and afterward attended the preparatory school of Centre College, remaining another year, when he was attacked by a violent and dangerous illness, which caused the suspension of his studies until he was fourteen years old. At this time his father removed to Dayton, Ohio, as pastor of the First Presbyterian Church. Here he entered the school of Prof. Barney, and he always looked back to the time spent under this able teacher, as the dawn of his intellectual faculties. The rigid exactness in the *letter* of the book, that had been demanded of him by his uncle, gave him a familiarity with rules which he never lost; but it was through the instructions of Prof. Barney, that he discovered "*the why and the wherefore*"—those pearls of great price to the student. Well would it be if every teacher could thus enshrine himself in the memory of his pupils. Faithful and thorough

teaching erects its own monument, which shall stand when marble crumbles into dust.

Only one year was granted to him in this school, when he met with an accident which made him an invalid for another year. During this time, however, he was not idle, but turned his attention to music, of which he was passionately fond, and while confined to the house, learned to play upon the flute and piano. When able to resume his studies, two more years spent with Prof. Barney fitted him for the Junior Class in Miami University. During these two years it was his habit to retire at nine o'clock and rise at four, that he might secure the best part of the day for study. This practice he continued throughout his college course.

At this time he evinced such a thirst for knowledge, and such intense devotion to study, as to call forth many admonitions from his pious parents, lest he should make it his *god* and forget his high calling as a *Christian*.

When he was but sixteen years of age, he became the principal of a boy's school in Dayton, and signalized himself by the prudence and firmness of his discipline. This was, indeed, one of his distinguishing characteristics as a teacher. Perfect order reigned in his school room, and yet there was no *machinery of discipline* visible. What you did see was a quiet dignity and air of authority, that could not be misunderstood. He kept order, simply by expressing in his whole bearing that he *meant to have it*, at any cost, and rarely was more than this necessary. One searching look from his dark eye was enough to bring refractory pupils to reason and rule. So remarkable was he, in this important department of teaching, that one who has been for twenty years intimately acquainted with his method, may be pardoned for entering somewhat into detail, in the hope that it may not be wholly useless.

He never announced a rule of deportment. When a pupil came into his school he was classified, assigned a seat, and from that time was expected to deport himself as one who had *work* to do and meant to do it. The pupil soon became tacitly aware of this confidence in him, and

it produced its legitimate effect in a reciprocal confidence in his teacher, and a *desire* to come up to the full measure of his expectations. No shirking of lessons or idling of time was permitted under any pretext. When a pupil was guilty of these, they were marked against him as deficiencies, and he was required to make them up before he was dismissed for the day. "Never put off until to-morrow what should be done to-day," was a motto of the school, carried out to the letter.

He never spent a moment in lecturing his school on any subject not connected with their lessons. In twenty years, the writer never once heard him *harangue* his school. He felt that the school-room should be a place of intense mental activity, and he made it "the work-shop of the brain." He gave *few* lessons, and *short ones*, that they might be *well learned*, and no student was permitted to go home until he had made the lessons of the day his own. As a result, he rarely left the school-room before dark, but remained after regular hours, patiently teaching the stupid or lazy scholars—*driving* into their brains what they would not willingly commit. His *perseverance* in teaching knew no bounds. No amount of time or labor was spared in accomplishing a desired result. No pupil was permitted to leave off any branch of study, until, by a rigid public examination, he had shown that he was proficient in it. I have often heard him, when asked what was the secret of his wonderful success in teaching, reply in one word, "reviews." And they were constant and uninterrupted. He was never particular about beginning "where we left off," but usually selected that portion in which the class was supposed to be most deficient. A class in going to recitation, felt themselves responsible for the entire book as far as they had studied; by this course he kept the student always on the alert, and effectually prevented "stuffing," (as it is technically called), for recitation. A visitor in describing his school wrote, "Nature made him a teacher, for he possesses all the requisite qualities for one, uniting, in an eminent degree, dignity which compels obedience with a gentleness that wins the love of the pupil. He never

manifests those little weaknesses induced by partiality or favoritism, therefore all come to him expecting justice, and they are not disappointed."

His choice of a profession was that of medicine, but as he was without means to continue his studies, after graduating, he took charge of a school in Stanford, Ky., which was in a languishing condition at the time, but through his energy and abilities soon became prosperous and profitable. While engaged here in teaching, he made diligent preparation for his profession. In the meantime he married, when the cares of a family and the reluctance of his wife (who was the daughter of a physician) to see him engage in a profession, whose labors and trials she so well knew, dissipated his plans for continuing his medical studies, and his eminent success in teaching caused him ultimately to abandon them. God, who knew his capabilities better than himself, led him by a way he knew not, and opened to him fields of usefulness that he fain would have passed by.

He continued as principal of the Stanford Seminary until the fall of 1848 when he removed to Madison, Ind., and opened the Madison Female College. His signal ability as an instructor was widely known and acknowledged, and when it was proposed in 1851 to institute the system of Graded Schools in Madison, the superintendency was offered him and he accepted it, carrying with him into the free schools his own private school in a body. It is to him Madison owes, in a great measure, her efficient system of Graded Schools—the first established in the State. For four years these schools flourished under his supervision, when the restive tax-payers leagued with the Roman Catholic element for their destruction. These enemies of popular education aimed their death-blow at the *head* of the system, the High School, knowing well that if they could succeed in *beheading* it, there would be only a few squirmings of its tail, and the reptile that was sucking the life-blood from the coffers of the one, and charming the victims of the other, would lie powerless at their feet. And they came well nigh accomplishing their object. To save the system intact to the people, Prof. Barnes bent

every energy, and strove by figures and arguments to prove that the schools would *cost less* with the High School attached than without it. But they could not or *would* not see, for no blindness is so fatal to progress as that of *Rome* and *Mammon*. They were not convinced, and, although they left the High School in *name*, they so emasculated it as to take away every distinctive feature, and reduce it to the level of a grammar school.

Though requested by the new council to remain in the discharge of his office, feeling that his powers of usefulness were to this degree paralyzed, he resigned his position and accepted the Superintendency of the schools of New Albany. In the summer of 1856 his name was solicited for State Superintendent of Public Instruction on the Republican ticket. He declined a flattering offer in Georgetown, D. C., in order to serve his adopted State if it should be the will of her people. But the entire ticket was defeated, and although Prof. Barnes ran several thousand ahead, he shared its fate. During the same summer he presided over the State Teachers' Association, meeting at Fort Wayne, where he delivered an address upon "The Plan of Education Pursued in our Colleges, Compared with those of Europe," which elicited much discussion as well as commendation. In 1859, he removed to Missouri, teaching a private school both there and in Kentucky until after the war, when he returned to Madison and found the Graded Schools, in which he still felt a fatherly interest, greatly improved. The people had found, by sad experience, what they had refused to believe on his testimony that no system of free schools can be *efficient* without the High School as a goal for the student's ambition, the reward of his faithful labors, and the climax for his scholastic career; and, that a High School could never be such, merely in *name*, without a high grade of studies, demanding a high grade of scholarship. Like true men, when they found themselves in the wrong, they retraced their steps and began again; and now the High School is once more the queen of the grades, and the occupant of a handsome and commodious house. It was with intense satisfaction that Prof. Barnes assisted

in the dedication of this building, giving to the audience a history of the schools, their early prosperity, their waning glory, and their present condition as now restored to their pristine excellence, but in true Christian humility, without one word of exultation at the ultimate triumph of his theory.

He was once more appointed Superintendent of these schools, and in September last he entered upon his duties, which he continued to discharge until his death. Twice he was tendered and urged to accept a professorship in Hanover College, which he declined on the grounds of more extended usefulness elsewhere.

Prof. Barnes was a man of few words, but abounding in works. A Christian of the highest type, a man of thorough and extensive knowledge, at once learned and practical, his talents were of an order to be most widely useful. His firm principles of rectitude, that would not swerve from the path of duty to please a Cæsar, his indomitable energy and perseverance that placed him in the vanguard of progress and reform, and his untiring devotion to every good work, made him a man of mark wherever he was known. His enemies were only those who could not bend him to their purpose—his friends, those who were won, not by sycophancy, but by a just appreciation of his character.

He was called away in the noontide of his life, when head and heart were big with plans of future usefulness. In the midst of the year's work, while busy here and there, he caught the summons, "the Master is come, and calleth for thee," and girding himself, he went forth to meet him. Creatures of a day, we dare not question the wisdom of Him who has said "rest," to this tireless Christian worker. Called from servitude to kingship—from the work-shop to the crown, he rests from his labors and his works do follow him. "He is not dead, but sleepeth," for he yet lives in the noble deeds that sprung up all along his pathway here, and still bear fruit, a rich, perennial harvest—lives in the characters which he moulded by his teachings, an ever-widening influence, unbounded by the shores of time—lives in the warm affections of all who came with-

in the charmed circle of his life—lives in the generous impulses and noble aspirations that made the drudgery of life a shining path to heaven. There shall he see

“That all the seeds
That he has scattered here, in virtuous deeds,
Have sprung up, and have given
Already fruits of which to taste in Heaven.”

E.

RECIPROCAL DUTIES OF PARENTS AND TEACHERS.*

BY R. F. BREWINGTON.

THE great work of educating and elevating the young, stands out præminent before the world as one of the very highest importance. To state this is but to utter a truism which all are ready to admit. And yet, with all the attention this subject has elicited, the question, How shall we best educate? still presents a fruitful theme for investigation.

There are two questions that seem very properly and legitimately to come within the scope of the present discussion: First. Who are to be educated? Second. Who are to be educators?

A discussion of these will necessarily involve a consideration of the question, What are the reciprocal duties of parents and teachers?

The first of these interrogatories, that is, Who are to be educated, may claim but a passing remark.

Suffice it to say they are the *children of the people*; and by this we mean to assert more than is conveyed by the generic import of these terms, people and children. They are the children of presidents, of governors, of legislators, and with these the children of farmers, merchants and mechanics. They are the children of the princely millionaire, and of the common day-laborer, and thus

* Paper prepared to be read before the State Teachers' Association, but because of sickness, was not read.

from all ranks, and grades, and conditions of society, come the multitude to be educated and fitted for life's important duties.

Not only are the sons of presidents, and governors, and law-makers, to be educated, but the future executives and representatives of the people, are themselves to be trained for an enlightened performance of these grave responsibilities.

The inference certainly is, then, that this is a common cause, consequently a common interest prompts a discharge of the duties thus involved. Especially in a government like ours, where all the people are sovereigns, does universal education commend itself to every thinking, intelligent mind.

The palladium of our civil rights is to be found in the elevation of the masses from the degradation that ignorance entails. An enlightened suffrage is the great desideratum in this republic of free institutions, would we see that freedom perpetuated to coming generations. With this brief reference we pass to a consideration of the second question proposed, Who are to be educators?

Answering this in general terms, it might with propriety be said, every lover of God and the human race may, aye, ought to, bear some part in the great work of educating. But to be more specific, there are two classes, who are engaged, or rather, ought to be engaged, in this work, and whose special duty it is to see that it is accomplished. These are the parents and the teachers, and they are referred to in this order, first the parent, then the teacher, not simply because the work is begun by the former, and afterward taken up by the latter, but because in a very important sense the greater and more responsible part of the work must be done by the parent. True, the labors of each, in their proper and natural intent, are but the beautiful and striking complements of a symmetrical whole, yet we repeat that in many particulars the work of the parent is of primary importance. Some one, in discussing the subject of teaching grammar, has pertinently said, that this is a work to be commenced in the nursery, and it is to be fondly hoped that the time

is yet far in the distant future when in our American homes, the mother will discard the nursery for the forum. What is true of grammar, is equally true of other branches of knowledge. The foundation may be laid, aye, ought to be laid, amid the pleasant surroundings of a well ordered home.

And this thought receives additional force when it is remembered that it is not the intellect of the child, merely, that is to be trained, but that his whole being is educable.

Symmetrical development, whether mental, moral, or physical, must be the early development that begins in infancy and progresses on through childhood and boyhood, up to manhood's ripest years. The lullaby song of the mother as it falls upon the ear of the prattler, and her sweet, pleasant words of instruction to the household group, are a far more potent power for the education of the masses than the combined eloquence and logic of all the aspiring Lucy Stone Blackwells of the land.

But, perhaps, some one may be ready to say, this is not a convention of parents, but an association of teachers, and hence it is useless to enlarge upon the duties of the former class. Doubtless this is felt more forcibly by him who addresses you, than by any who listen. Yet, remembering that teachers are emphatically the *avant couriers* in every good work of this kind, it is hoped that some good result may follow a discussion of this subject.

How are parents to be reached upon this or any other topic connected with the great work of education? Let the history of the progress, the *rapid* progress, of popular education in Indiana in the last decade, answer this interrogatory. It is not presumption to say that the teachers have pioneered this good work; teachers, earnest, active teachers, have shaped public sentiment, suggested amendments to an imperfect code of crude laws, and in short, have so raised the educational standard that we may stand up alongside our sister States without the blush of shame suffusing our cheeks. And, if there is yet a work, an important work, to be done in securing the

proper and hearty cöoperation of parents, it is the teacher still that must perform that work.

That teacher always succeeds best, other things being equal, who can secure the earnest cöoperation of his patrons, and the teacher's duty is not fully performed until an honest effort has been made to enlist the parents in this important work. Every teacher of experience has learned the difficulties of governing pupils where the responsibility is not shared by the parents, and how exceedingly difficult it is to awaken in the mind of the pupil a proper desire to acquire knowledge, where apathy and indifference is found in the minds of the parents in reference to these things.

Parents are ever ready to excuse themselves from active participation in the work of education. Indolently and carelessly resigning to other hands the training of the immortals God has given them, they reason thus: "I have contributed of my means to build and furnish the school-house, and I pay my taxes regularly to support the teacher and here my responsibility ends. Or at least, if in addition to that I see that my children attend the school furnished with proper books, that is certainly the extent of my obligation in this matter of educating my children."

Having done this, most parents settle down into a careless self-complacency, ready to exclaim with Miss Asphyxia Smith, "There now, if I haint done my duty to that child, then I don't know!"

But is the duty done, or is the reasoning fallacious? Is the precious gem to be given over entirely to stranger hands, while they, to whom God gave the child, remain indifferent with reference to the manner in which it may be polished? Such errors, though so often fatal, are but too common, in the experiences of life. Too often are burdens and responsibilities that God and nature designed should rest upon parental shoulders, lifted, only to be placed on those neither intended nor fitted to bear them. And it is a sad thought that so often, as a result of parental neglect, there may be found wasted energies, blasted hopes, and ruined lives. But what would you

have the parents do, in addition to furnishing the facilities to which allusion has already been made? Such is the honest inquiry often made by those who seek to perform the duties imposed upon parents. Shall he enter the school-room and dictate to the teacher in reference to the immediate work of the recitation or school government? And it may be that right here, some teacher, fearful, lest some one shall interfere with what he has conceived to be his own kingly prerogative, is ready to join in the inquiry, or to cry out against innovation.

This inquiry we answer most emphatically in the negative.

We would *not* have any proper prerogative of the teacher interfered with by the parent. But while this is true, permit me, fellow-teacher, to remind you of an important fact, too often overlooked. The inquiries and suggestions of an *earnest* parent, are not always to be treated as officious interference. Here is the rock upon which the bark of many a pedagogue has foundered.

Clothed with a little brief authority, such a teacher is wont to forget that there are others, besides himself, deeply interested in the success of those placed under his charge. With a mistaken and distorted view of his own importance, he is ready at once to reject all suggestions and advice from parents as belittling and degrading him and as the highest degree of insolent interference with his rights and privileges.

Thus, very often those who would be the teacher's truest friends are driven from him in disgust, and he, at the end of the school term, is voted a permanent leave of absence by his employers. There is a vast difference between independent thought and action on the part of the teacher, and his summary rejection of *all* counsel and advice, even from those who may be destitute of experience, in regard to the special work of the school-room.

How many teachers there are who seem to think when the hours prescribed by law or usage have been filled up with a course of dogmatic instruction, that then their duty and labor done and they are released from all further responsibility. With the plea that the work of

pure, is a compound sound. In repeating it several times, (*flour-r-r-r*, *flower-er-er-er*), we notice the tongue moves every time; it does not keep still for one uniform sound, as in the case of *n*, *l*, *ng*, but keeps changing from the vowel (*e* in *her*) position, and to the consonant (*r*) position, *er-er-er*. Compare *her-er-er-er*, with *far-r-r-r*. (Some persons speak these words and others of the same class, without any consonant *r*, giving only the vowel *uh* (*u* cur). They say *fah*, instead of *far*, *naw* instead of *nor*, *fuh* instead of *fur*, *flowah* instead of *flour*. They will say *cu(r)-uh-uh-uh*, with the *r* silent, keeping the tongue still while repeating *uh-uh-uh*, instead of raising the tip of the tongue toward the hard palate every time to make the consonant *r*, *ur-ur-ur*. This has led some persons to call *r* a vowel; as they speak the word, it *is* a vowel, but this is not according to Webster or any good orthoepist, though it is a very common practice.

The *r* in *far* and in *run* is the same, as it is usually spoken by good speakers in this country; it has only a uniform or continuous burr or hum such as accompanies *v*, *z*, *l*. But some persons, and especially the English, Irish, and Scotch, trill, or roll the initial *r* in *run*. The teacher will, of course, learn and use the untrilled, or the trilled *r*, according to the custom of his region, or his own judgment.

From the words *love-v-v-v-voice*; *with-th-th-th-the*; *has-s-s-s-zeal*; *pleas-s-s-s (zh-zh-zh)-ure*, these four buzzing sounds may be learned.

From *if-f-f-f-fine*; *oath-th-th-th-thin*; *us-s-s-s-so*; *wish-sh-sh-sh-shall*, these four hissing sounds may be learned. This gives us the four continuant consonants, *v* *f*, *th* *th*, *z* *s*, *zh* *sh*. The four sounds *v*, *th*, *z*, *zh*, are vocal or tonic. The other four, *f*, *th*, *s*, *sh*, are unvocal or atonic, sometimes called whispered.

All the preceding sounds, (excepting the diphthongs *i*, *oi*, *ou*, *ye*, *iu* and the compound *er*,) can be repeated several times without moving the tongue or lips. This is not so easily done with the four following pairs of consonants: *b* *p*, *d* *t*, *j* *ch*, *g* *k*. In saying *rob-b-b-b-bee*, the

lips should open every time, (though it is *possible* to keep the voice in the mouth), but care must be taken not to say *buh, buh, buh*; let only *breath* pass out on breaking the contact of the lips, with as little *voice* as possible. So with *bid-d-d-d-do*; *age-g-g-g-gem*; *big-g-g-g-go*.

In sounding *up-p-p-p-pen*, break the contact of the lips each time for *p*, and let the breath escape with a slight puff or whisper. So with *net-t-t-t-ten*; *each-ch-ch-ch-chip*; *oak-k-k-k-king*.

For the sounds *w, y, h, wh*, I must for the present, refer the reader to my Chart, No. 12. Also, for various methods of phonetic practice upon the sounds so arranged in their natural order and relations, I must refer to the Charts and Primers.

There is no space left now for even alluding to several valuable methods of learning and practicing the sounds, and I must defer them for some other opportunity, either in the pages of this journal or otherwise.

Being in earnest in my desire and design to promote a more universal and a better knowledge of books and newspapers, by the aid of teaching by sound, and with a pronouncing print, I shall be grateful to any reader of this who will suggest difficulties and objections to be removed, and wants to be supplied in this connection.

A RAILWAY LIBRARY.—Superintendent Russell of the Boston and Albany Railway has contributed 1,100 volumes to the library for the officers and employees of that company at their main depot in Boston. On application to the librarian, any person connected with the line can obtain books for use or transportation without security or cost. There are works of fiction, history, biography, travel, and the various treatises, records, reviews and sciences that pertain to the construction and management of railways.

NOTES OF EUROPEAN TRAVEL.—III.

BY MRS. I. G. KINLEY.

DUBLIN, the capital of Ireland, is situated on the Liffey, and claims a population of 250,000. It has many magnificent public buildings, and the principal streets are clean and airy. There are, however, streets, narrow, dark and filthy; where may be seen poverty more squalid than ever color our Yankee dreams.

On Sunday, July 25th, we commenced our sight-seeing, by going to Christ's Church Cathedral to hear the choral service performed. We were honored with seats in the Peeress' Pew, and while our eyes wandered over the quaint old carvings and grotesque monumental tablets, our ears were feasted with the sweetest music. Grandly the notes of the organ rose and fell, as the keys were swept by skilled fingers; the music sometimes falling upon us softly as an angel's symphony, then wailing like a dirge for a departing soul. The service ended, we strolled into the crypt, and the first monument we stood before, was that of Richard Strongbow, who first captured Dublin for the English in 1169. It was in this Church that the Liturgy was first read in Ireland in the English language. We missed seeing St. Patrick's staff, as well as the holy shrine of St. Culie, both having been destroyed many years ago by the citizens; but did not miss seeing St. Patrick's Cathedral, which is said to have been built over his well, where he used to baptize his converts.

There are people unbelieving enough to call St. Patrick a "myth," but I make it a point, when traveling, to believe every thing the natives claim to be true; it saves time and trouble, and gratifies one's love for the marvelous. To call this saint a "myth," destroys the flavor of many beautiful legends, which enriched my youthful mind, and have amused my more mature years. That he did a good service for Ireland, when he ordered the snakes and

toads to leave all will admit, and if he had only crossed the Atlantic and served us as good a turn, doubtless the skeptics would have been fewer in number. In this Cathedral the Knights of St. Patrick used to be installed, and here are the monuments of Dean Swift, Archbishop Whately, and Curran. I was very much struck with Dean Swift's monumental neighbor, Boyle, Earl of Cork. The Earl and his Lady are surrounded by an interesting family of sixteen children, all moulded and fashioned in graded sizes and hights, as monumental children should be, supposing them all to have died when young. Indeed the whole group had an extremely juvenile appearance, the roses and lilies being appropriately blended. The building is antique, and we found many objects of interest in and about it.

In the afternoon we took a jaunting car and rode out to Phoenix Park, the pride of every citizen of Dublin. Thirteen hundred acres of it are open to visitors, and its location being elevated, magnificent views are obtained of the city, harbor and adjacent country. The Wellington Testimonial is the grand object of interest to most people, but the fine old trees and shaded walks, the herds of deer and cattle grazing, the crowds of people with their Sunday dresses on, strolling joyously about, the occasional glimpses of distant landscapes, gave me more pleasure than the massive obelisk 200 feet high, in honor of the Duke of Wellington. The Vice-regal lodge, with its handsome grounds, are in this Park, and is the summer residence of the Lord Lieutenant of Ireland, the Castle being his winter home. The Park is a magnificent one, and well may the Dublin people be proud of its beauty.

Glasnevin Botanic Gardens and Cemetery claimed our next attention, and a delightful morning drive of two miles brought us to the gate of the latter. Leaving our carriage outside, we wandered off in search of the monument and tomb of Daniel O'Connell. The monument is of granite, 160 feet high, surrounded by a cross; the basement contains the body of the illustrious dead. The guard opened the grated door and invited us to enter.

The coffin is of Irish oak, and was covered with fresh flowers, which grateful hands renew every day. Not far from this monument are small monuments erected in memory of the Fenians hanged in England, among whom was Barrett. Wreaths of immortelles and flowers were draped about them, evidently by sympathizing spirits, but neither gate-keeper nor guard could tell by whom these monuments were thus honored. A quiet twinkle about their eyes allowed us to question the veracity of their know-nothingism. The quiet beauty of the scenery, and exquisite taste that everywhere prevailed, charmed us, as we walked on to see the tomb of Curran. Around his beautiful resting place, the lime-trees shed their sweet perfume, and birds made melody in the umbrageous foliage.

The Botanic Gardens are similar to those of Belfast, and are finely dotted with miniature lakes, magnificent groves, and wondrously gorgeous flowers. "Solomon in all his glory was not arrayed like" the floral beds of Glasnevin Gardens. The remainder of the day we spent in visiting the Castle, Trinity College, several fine churches, and other fine buildings, the Bank of Ireland, formerly the Irish House of Parliament, which remains the same as when used for parliamentary purposes, except that where the throne formerly stood, is a statue of George the Third; concluding with a grand drive about the city and suburbs. In our various drives through and around the city, it was not an unusual thing to get into the midst of a fight, and drunken men and women were not as rare sights as one might desire; but in spite of the poverty, filth and brawls, in some of its localities Dublin is a beautiful city. Its citizens are friendly, kind and hospitable, and our visit there gave us sincere pleasure.

On Tuesday, July 27, we made our farewell bow, and leaving with Dublin our blessing, we started on a ride to Kingston, a distance of eight miles, to take a steamer for Holy Head, Wales. Gorgeously the sun shone on the silver waters of the Irish Sea, and in a few hours we were comfortably seated in the cars for a trip through the

Welsh Mountains to Chester. This route took us through the new tubular bridge over the Menai Straits, erected by Mr. Stephenson, at a cost of five million dollars. It is of iron, fifteen hundred feet long, and is considered one of the most gigantic mechanical efforts of the age.

Chester, on the river Dee, is a marvelously old town, surrounded by a wall, whose builders have faded from history, and is of such great antiquity, as to have been repaired by the Romans in the year 73 of the Christian era. Our first walk was around the city on this wall, which includes a circuit of a little less than two miles, and from which we had fine views of the Welsh Mountains. Towers occasionally surmounted the walls, but the most interesting was Phoenix, or King Charles' Tower, from the top of which he saw his last army scattered, September 27, 1645, on Bowton Moor. The old cathedral, a gothic structure of red sandstone, claims to be eight hundred years old and is of interest. Especially interesting to us were the flags hanging in the Chapter House, which were carried by the Twenty-second Cheshire Regiment, up Bunker Hill, in the Revolutionary War, and by Wolfe, at the taking of Quebec. The old houses of Chester are built over the side-walks, and are novel as well as antique. The Bishop's Palace bears date of 1003, and is "fearfully and wonderfully" ornamented. As we gazed upon what was called splendid in other days, we surmised that were modern bishops compelled to occupy such houses, there would be a grand turning up of ecclesiastical noses. The Derby Palace, the royal residence of the Earls of Derby, and sometimes honored by a visit from Queen Elizabeth, is worthy of mention. Alighting at its unpretending front, we found entrance only by a side-door. Stepping carefully over and between a host of Her Majesty's undeveloped subjects, we gained a standing place in the royal kitchen. The digestive apparatus of Queen Bess must have been above par, if she relished the food prepared there, provided the room was in the same condition then as now. A flight of rather steep stairs led to the parlors and bed chambers, the ceilings suggesting at every step the propriety of rever-

ently bowing the head, while the floor admonished us to take heed to our ways, in order to preserve our new traveling dresses—to such foul uses do palaces sometimes come.

God's Providence House, so called, because it escaped the plague, which raged from 1602 to 1605, is a very old structure, but we gave it only a passing inspection, and reading the inscription on its front, "God's providence is mine inheritance," we hurried on to the old Roman Baths. Under a large ware-house, in a cellar, neither light nor airy, we found by the aid of a "tallow.dip," these mouldy relics of a by-gone age. We paid our shillings, and smiled at each other, thinking how often it happens that the poetry of imagination vanishes when actual contact makes us acquainted with things as they really are. Since then we have had a larger Roman experience, and should not now be so eager to rush after the unknown. In a rambling ride, we managed to take in the principal objects of interest in that ancient city of Chester. After tea we walked out to see if the

"Moon had climbed the highest hill,
That rises o'er the source of Dee,"

thinking we might get a glimpse of William's ghost, whose history is so touchingly related in the song from which I have quoted, but no ghost appeared, though the moon came up full-orbed and glorious over the highest peak of the Welsh Mountains,

"And from its eastern summit shed
Her mellow light o'er tower and tree."

Early the next morning we drove out to Eaton Hall, the magnificent abode of the Marquis of Westminster, the richest nobleman in England. We purchased tickets of admission at a book store in Chester, the proceeds of which are devoted to charitable purposes. The palace is built of light-colored stone, and is considered one of the finest specimens of the pointed gothic style of architecture in the kingdom. Inside it is a perfect museum of art and relics, the rarest pictures ornament the walls, the finest sculpture adorn the niches, the library is rich in

ancient manuscripts and rare books, and the book cases are of exquisitely carved oak. When the doors are thrown open, a vista of four hundred and eighty feet, gives a grand idea of the spacious rooms. Sumptuously decorated from basement to dome, with all that taste could suggest and wealth could procure, yet the old Marquis was a wanderer from home in search of health. His groves, his park, his thousand avenues to pleasure could not rejuvenate his shattered constitution. We rode over his splendid grounds, which claim an extent of nine miles in each direction, and at every turn drank in new delights. Making a detour, we returned by a different route to Chester, thus seeing a larger amount of suburban life; and crossing the Dee by another bridge, we soon found ourselves at the Depot, ready to take the train for Liverpool, which we reached after a half hour's ride, and at twelve o'clock were safely landed at the Adelphi Hotel.

A SERMON UPON REWARDS—FOR TEACHERS.

BY FANNIE A. SMITH.

"Eye hath not seen, nor ear heard, neither have entered into the heart of man, the things which God hath prepared for them that love him." I. Cor., ii.: 9.

We have here the assurance that glory far greater than we can understand, awaiteth those that love Him who gave himself a ransom for us. I think we might go farther without the guilt of adding one iota to God's Word to change its meaning, and say, this glory awaiteth those who love unto obedience the Great All Father. For what else do we strive to do right while we live on earth but for the reward which waits for us after death? For what else do we keep watch and ward over our lips lest angry or unclean words escape? And what else but the prospect of life everlasting prompts us to serve our Father who holds this blest inheritance in reservation for His true and faithful children? Nothing! Not for man's approbation do the faithful try to live aright. Not for

the right because it is right do we deny ourselves any earthly pleasure, and watch the narrow way so carefully, lest we stray therefrom. No. There are pleasanter paths than this one, and if there were no reward promised to those who steadfastly keep the road—if there were no prize of unfading glory awaiting us at the end of the toilsome journey, why should we not wander into the paths of sin? Why should we not leave the hard and heated highway (trodden by so few, even as it is,) for the cooler and more inviting walks that are bordered by the bright verdure of idleness and shaded by the bowers of sin, if there were nought to gain by the first? There would be nought to detain us, every thing to urge us to enter into the beautiful by-paths and enjoy as long as life should last. Sin looks fair to mortal eyes as it is, and if there were nothing to keep us in the straight and narrow path but our consciences, where would we stray? What would be the use (our natures argue) of plodding this weary way of self-denial while there are other roads more fair in which to tread the measure of our allotted time, gaily flinging time away, if *all* lead only to the dark waters of Oblivion or the darker portals of Despair? We toil and strive for an inheritance, made over to us so securely that none can wrest it from us, knowing that no matter how long or dark the way, no matter how often we may be chilled with the storms of adversity, we will, if we but persevere, sometime find warmth and rest in the pure sunlight of Heaven. The temptations of earth may be presented to our keen sense of enjoyment, but cannot allure us from the way that leads to far more enduring joys beyond.

We all, Christian, worlding, saint and sinner, work for pay. Men labor for compensation. The physician, the teacher, the merchant and the mechanic, all labor for the good of the world around them, but all expect to be repaid for their good works; (aye, and with interest, too!) if not in gold, in power or respectability. "Do right because it is right," says one. Not for the reward that follows the action, but for the sake of right itself. What a beautiful doctrine if it were natural! But it is not natural.

Why, our Father himself says: "Little children, these things write I unto you, that ye sin not." But He also says: "These things work out for you a far more exceeding and eternal weight of glory." Shall we not, teachers, the most of whom, I trust, are trying humbly to follow Christ—shall we not follow His plan? Instead of arbitrarily requiring or requesting that right be done because *right is right*, shall we not offer some inducements to little ones not to do what is wrong, but to ever do good? No; you say, "*Love* should be unto obedience." Ah, but how is love commanded? Should *we* love Christ for *all* his suffering for us, if he did not promise a reward for our obedience to him? Should, or *could* we rather love a God who punished the guilty and consigned the *good* to the grave forever? Even if love could be commanded by *such* a plan, would not our hearts prompt us to reward such unselfish love? God rewards the creatures who love Him. Shall we not reward loving labor in some way, thus tempting to good? Let us consider whether we had not better follow the plan of that Higher Wisdom that rules the world. Suppose the little one appeals: "Father, if I'm right good, will you not get me something nice at Christmas?" Is the father right in replying: "My son, do right for right's sake." I doubt, if he had it in his power to reward him, whether it would be the way to lead him "Not into temptation," to refuse his request. I say I doubt it. There are many who are better and wiser than I, who feel no misgivings when they thus refuse a reward for obedience. I feel that in some simple way we should reward the good and obedient as well as punish the wilfully disobedient.

O Lord, *Thou* knowest the need of help we have as teachers in Thy heritage. Help us that we do not stumble and fall while attempting to lead Thy little ones to truth and to Thee. Help us to become as little children in innocence, but make us strong in judgment and in purpose. And when our labors in this life are over, crown them with perfect peace in Heaven, if so be that they merit Thy divine approbation.

REPORT ON OPENING EXERCISES.

[THE Indianapolis teachers have lately been giving special attention to the Opening Exercises in schools. Their conclusions are embodied in the following report. The subject is one of much importance, and we heartily commend the study of it to every reader of the JOURNAL AND TEACHER.—ED.]

No light task has been assigned your Committee in being called upon to recommend some definite or specific plan to be pursued in the Opening Exercises of our schools.

To us it seems that the fifteen minutes devoted to this purpose should be spent in no formal or unmeaning service. The manner of the teacher should be such as to impress the pupils with the importance of these exercises in their bearing upon the duties and responsibilities of the day. If we attach little value to these exercises, it is well to consider whether we have discharged our obligations as teachers, when the training of the intellect is all we seek to accomplish.

To the true teacher the manner in which this time is spent gives the key-note of the day. From the general character and spirit of a school one may almost determine whether or not the devotional exercises of the morning made any impression on the minds and hearts of the pupils. The good influences of the opening exercises, when properly and impressively conducted, are too readily recognized to require any special pleading. The following order of exercises is recommended :

1st. Song; 2d. Scripture Lesson; 3d. Prayer; 4th. Song.

In the first and last, care should be taken that only such songs be sung as are in keeping with the devotional character of the exercises; a large number of songs is not needed. Better, by far, that all the pupils of a room know the words of *two* or *three* songs so that they can

join in them, than that a few should know a *dozen*. If the songs desired are not to be found in the books used, the words of such songs should be written on the black-board, until all have learned them; or, in the higher grades, the pupils should write the words in a blank-book. In this, as in all of the exercises, guard against indifference on the part of the pupil or teacher. It might not be out of place here to express the conviction that, owing to the unseasonable and indiscriminate use of *devotional* songs, the tendency is to secularize them, so that the young draw no distinction between such songs and those of a secular character. A devotional song should never be sung, after it is learned, without special preparation for it, so that it may make some impression on the heart. This being true, the promiscuous use of such songs during the day should not be tolerated.

Any of the morning songs marked *devotional* in the two books now in use in the lower grades, and any of the devotional songs in the book used in the higher grades, are suitable for these exercises. Secular songs should find no place among them.

A FEW WORDS AS TO THE SCRIPTURE LESSONS.—It seems to us that any mere questioning or catechetical exercise is not sufficient to awaken the desired feeling of devotion, or excite the heart to the determination of good and careful conduct. The pupils must feel that this time is for a purpose far different from that of an ordinary recitation. While the chief aims of a recitation are to test previous preparation, give new information, etc., the results desired from opening exercises are to put the mind and heart in the proper frame to meet the trials and temptations of the day, to inculcate good resolutions and purposes, and otherwise prepare for the faithful discharge of duty. But if the same method of conducting the morning exercise be pursued, and the same manner of the teacher be adopted as in ordinary recitation, the devotional effect will be driven from the time devoted to this purpose. Insist upon the strictest attention and coöpera-

tion of all, in fact, extort it, by your impressive and earnest spirit. It is believed that whenever this course is pursued, that the children will soon come to look upon this time as the most enjoyable and best part of the day.

Nothing should occur to mar the quiet and order, or in any way detract from its devotional character. The teacher should know at the beginning, of just what the exercises shall consist. Let her spend no time in asking children to select songs, in trials to sing, or in anything that would tend to distract their minds and attention. Be prepared more fully even than for your arithmetic or reading. The teacher should do the work of the hour. What influence is exerted must come from her in word and manner. Keep this in view: No word, however good, from the lips alone, will reach the hearts, and control the actions of your pupils.

For the Scripture lesson it is better to choose one or more verses on which to found the practical lesson of the morning, rather than a whole chapter. Read carefully and then draw from it such conclusions and suggestions as have a practical bearing upon the forming character of the children. Avoid sedulously all canting, or that which looks to sectarianism. Whatever may be our individual religious convictions and preferences, we are the servants of the people, who have convictions and preferences, as convincing to them as ours are to us, and, whereas, we do not wish ours interfered with, so they.

The public schools are *from* the people, *of* the people, and *for* the people, and their rights should be regarded and respected. There are in the schools the children of those who believe in the Bible as a whole, others only in the Old Testament, and yet others who do not believe in any portion of it as being inspired. However much we may differ in belief, and think some of these in error, we have not the right to press our own views before those who are, or ought to be, in a higher sense the spiritual advisers of their children. While, therefore, in the *intellectual* training of the young, the teacher may be before the parent, in the *religious* training the parent takes the preference. If, however, by our godly lives and

conversation, we win the young to feel and know the true and the good, our work can not be gainsayed. We think it is, therefore, clearly the duty of the teacher not to interfere with any sect or class of religionists. There is enough broad general ground on which all good men and women have a common standing.

In the third part of the exercises, a brief, earnest, extempore prayer by the teacher, followed by the Lord's prayer, joined in audibly by the pupils, is recommended.

Respectfully submitted,

G. B. LOOMIS,
W. J. BUTTON,
J. K. WALTZ,
ELIZA T. FORD,
NEBRASKA CROPSEY, } *Com.*

NEW CURIOSITY IN REPETENDS.

This curiosity consists in forming the repetend without the use of the denominator, by two different methods, as explained below. In the margin we reduce 1-13 to a

METHOD, No. 1.		
(Normal Method.)		
13)1.0(.076923		
d 0	q	
<hr/>		
100		
91		
<hr/>		
90		
78		
<hr/>		
c. 120=10(d-1)		
117		
<hr/>		
30		
26		
<hr/>		
qd+1=40=10s		
qd=39		
<hr/>		
1		

decimal in the normal manner. Let $\frac{1}{d}$ be any fraction which reduces to a repetend. Let R be the repetend; let q be the last digit of R , and let s be the last remainder but one. Since the last remainder is 1, the last subtrahend, qd , ends in 9, and $s = \frac{qd \times 1}{10}^1$. Also, since d ends in 1, 3, 7 or 9, and since qd ends in 9, q is accordingly 9, 3, 7 or 1. In R of $\frac{1}{13}$ q is $\therefore 3$, and $s = \frac{(3 \times 13) \times 1}{10} = 4$.

It is well known that if R is multiplied by any remainder that occurs in the division, the product has the same sequence of digits that occurs in R ; e. g. when R of $\frac{1}{13}$ is multiplied by s , thus:

$$\begin{array}{r} 076923076923076923 \\ [8]076928076928076928 \end{array}$$

Here we see R reproduced. Now the process (Method,

and in No. 3, $\frac{3}{4}$ is reduced. Therefore, every term in No. 3 is q times the corresponding term in No. 1. Consequently the remainders in No. 3 (identical with the terms of the *reversed column*) are q times the remainders in No. 1, q, e, d . When, therefore, any term in the *reversed column* is $q (d-1)$, R is half formed, because it is so in No. 1, according to a well known property of repetends, when the remainder is $d-1$, as indicated by c (12 or 13-1) in No. 1, and 36 or $(13-1) \times 3$ in No. 3.

WM. WILEY.

Detroit, Mich., May, 1870.

GENERAL FACTS.

The following facts are approximately true, sufficiently reliable, at least, to give pupils a general idea of the topics treated, and they may be made the basis of a series of short, profitable talks by our teachers also:

There are on the globe 1,288,000,000 souls, of which :

360,000,000 are of the Caucasian race.

552,000,000 are of the Mongol race.

190,000,000 are of the Ethiopian race.

176,000,000 are of the Malay race.

1,000,000 are of the Indo-American race.

There are 3,642 languages spoken, and 1000 different religions.

The yearly mortality of the globe is 33,333,333 persons, this is at the rate of 91,554 per day, 3,730 per hour, 62 per minute. Each pulsation of the heart marks the decease of some human creature.

The average of human life is 33 years.

One fourth of the population dies at or before the age of 7 years.

Among 10,000 persons, one arrives at the age of 100 years, one in 500 attains the age of 90, and one in 100 lives to the age of 60.

Married men live longer than single ones.

In 1000 persons, 95 marry, and more marriages occur in June and December than in any other month of the year.

OFFICIAL DEPARTMENT.

OFFICIAL VISITS.

On the 19th of April I was welcomed at Martinsville, Morgan county, by Examiner S. S. Griffitt, an earnest worker. The Trustees have not reached a standard of prices for teachers that will hold those who are meritorious, and their schools have frequent changes. The Commissioners have not been able to see the utility of Examiner's visits, and have restricted him to thirty-three days for all work for the year. School inspection they think will not pay. I did not learn how they expected the Examiner to give the correct per cent. on certificates. Morgan county has many bright spots in it. Mooresville, Monrovia and Morgantown are all doing good work. Martinsville has been resting on her oars too long. They are now waking up, and we may expect a new era in her history. The corporation has hitherto depended on the Township Trustee for its educational work. Much interest was manifested in my evening lecture, but my meeting with Township Trustees was small—three present. Next morning took the train for

GOSPORT.

This place has been for some time past in the lead of her equals. H. H. Boyce and lady are teaching one of the best schools in the State, in a very creditable but unfinished building. The people of Gosport are in earnest, and will do their utmost to sustain their school during the year. They will not be contented with inferior schools in the future. My journey down the valley impressed me favorably with the beauty and fertility of this portion of the State. I have seen no finer country in the West. Near Gosport is superior stone and timber. I reached

OWEN COUNTY

on the 21st. I met four out of thirteen Trustees, who gave an interesting report of the condition of the schools. The Examiner is Principal of the Spencer Graded School. It has been managed by the Township Trustee, and when public funds run out it is suspended for a subscription school. The Examiner reports one hundred and four districts in the county. The County Institute enrolled fifty. Found comfortable lodgings with C. Fletcher and family, formerly of Indianapolis. New railroads induce many to desert comfortable city houses for the coal, iron, stone and timber regions. The country has many charms. My evening lecture was well attended, and well listened to. Spencer I think will reorganize and build up permanently a good system of graded schools. I took a construction train for

GREEN COUNTY,

stopping at Worthington. Dr. Smith, Trustee of that place, kindly took me over the country in his buggy to Bloomington. This is a delightful country, but has some *obstinate mud*. I met three out of sixteen Trustees. Examiner L. B. Edwards is a man well fitted for his work. He takes much interest in school work. He visits the schools in the county, and does much to improve the condition of buildings as well as of schools. Good notice had been given of my evening lecture, and we had a good attendance. Bloomfield much needs a new house. Trustees have not levied tuition tax in this county, and their schools run only from seventy-six to eighty days.

WORTHINGTON

has not been incorporated. It is a beautiful town and has neat surroundings. The citizens are thinking of incorporating it, levying their school tax for Special Revenue and Tuition, and organizing a graded system of schools for at least eight months in the year.

I remained over at Vincennes during the Sabbath, and reached

WASHINGTON, IN DAVIES COUNTY,

on the morning of the 25th. This town is on the O. & M. R. R., and in a rich coal region. It has a sufficiency of population and wealth to build up a good graded school system. It has three separate schools, which draw on the public fund while it lasts, and the remainder of the year are taught in the interest of their respective patrons. School buildings are second rate. Geo. A. Dyer, the Examiner, has visited fifteen out of ninety-four schools. He finds it difficult to practice medicine and give at the same time much attention to school *practice*. He held last year a successful Institute, enrolling sixty-one teachers. I met three out of thirteen Trustees. They gave a favorable account of education in the rural districts. Had a medium attendance at my lecture at the court-house. Many citizens are ready to build and reorganize their system of city schools. I hope to hear of an effective move in that direction soon. They cannot do a better thing for Washington.

SHOALS

is the *coming* capital of Martin county. Loogootee has been its unsuccessful rival for that honor. It has the advantages of superior water power, excellent lumber, grist and stave mills, and coal, iron, and superior stone are found near. I met two out of twelve Trustees. Robert Andrews, the Examiner, is an earnest worker, and is building up a good school at Shoals, but has not been able to make a general visitation of schools. The citizens are much interested in education.

This portion of Indiana is hilly but fertile and well timbered. A singular freak of nature is displayed about a mile northwest of Shoals, in the *Jug-rock*. It is a fantastic sandstone, about sixty or seventy feet high and twenty in diameter, jug-shaped, and alone on the hillside.

I reached Bedford, in

LAWRENCE COUNTY,

on the 27th. This town is in an interesting transition period. A new graded school building is begun, and the people are in earnest to establish a regular

system of free schools. A new church and court house are also in progress. Near one million dollars of taxables is the guarantee to success. My evening lecture was listened to by an appreciative audience. I shall listen for good tidings hereafter from Bedford. Favorable reports come in from the county.

MITCHELL.

While waiting a few hours at Mitchell for the up train to Bedford, I had the pleasure of visiting a well conducted school, under the superintendence of — McLaughlin. Mitchell has a neat, new graded school building, and the proper taste and educational spirit are seen by the planting of shade trees, flower beds, and a general expression of neatness and cheer. I reached

BLOOMINGTON,

in Monroe county, on the 28th. I arrived behind time, there being no morning train north, and thus failed to see one or two waiting Trustees. I met six of the fifteen, and found Monroe county above an average in her educational work. Some of her Trustees are levying tuition tax, and thus secure a summer as well as a winter school. Most of our country schools could very well be kept up four months in winter and three or four in summer, at a light expense. Edward Wright, the County Examiner, has shown an interest in school inspection by visiting the districts. He is thus enabled not only to make proper suggestions to teachers in regard to their school work, but is in possession of information that must be of great service in conducting Teachers' Institutes.

I would be glad to make a pleasing report of the Bloomington schools. So far as relates to the efficiency of their teachers, at the head of whom I find a veteran in the service, Prof. E. P. Cole. His High School is in an unpretending building, but the interior is tasteful, and shows success in making the best of what it has. I saw good teaching in all their schools, and found much to be pleased with in the brief visits I made them. A stranger, however, who has become familiar with the school architecture of such places as Cambridge, Dublin, Greenfield, Franklin, Attica, Wabash, Greencastle, Monticello, Princeton, and other towns of corresponding population, and generally with much less taxables, wonders why Bloomington is contented with a *tannery* for the accommodation of her public schools. I hope the day will soon come when she can show a system of model schools in a model school edifice, bringing up through the Primary, Intermediate and High School grades a thorough and full preparation for the Freshman class in the University. We could then have one bright spot where the free school system is doing a perfect work. There are many good and earnest men in Bloomington; but it requires majorities for practical results. Her streets will soon be neatly paved, and we may then expect a public school edifice that will be in harmony with her elegant University.

DELPHI, CARROLL COUNTY.

In this county things do not look inspiring. No tax imposed for tuition. Schools must be irregular. It is a beautiful country. Delphi has a graded system of schools, under the superintendence of George Bowman. J. W. Fawcett is Examiner. Had a small audience at the court-house. I much

enjoyed the hospitality of Gen. B. Milroy, in his romantic country home one mile above Delphi. When boys we sat by each other in the same school. Our memory was rich in incidents of the old *log school-house* of Washington county.

CASS COUNTY.

I was much pleased with my visit to Cass. I have rarely met a more earnest company of Trustees. Nine of the sixteen were present. Their minds are in their work. Logansport has a good system of schools, under the superintendence of Sheridan Cox. I was very favorably impressed with the evidence the teachers give of efficiency. I had but a short time to be with them. Peter A. Berry, Examiner, is commencing his official work successfully, and we shall look for reports hereafter "all right" and "on time." My evening lecture, though not well advertised, was attended by an intelligent audience.

I ought not to omit my visit to the island house of Judge Biddle. It is a museum. Birds, beasts, reptiles, fishes, statues, paintings, minerals, fossils and relics, give a pleasing variety to his elegant library, and one corner of his study indicates that he has been about as *well caned* as was Daniel Webster. I left Logansport anticipating for it a good future.

TEACHERS DESIRING SITUATIONS.

PROF. J. C. WEBBER. Address, Indianapolis. Teacher of Modern Languages. He has recommendations from Monmouth and Galesburg Colleges, Illinois. References, A. F. Brewington, Vevay, Ind. He gives instruction in Latin, Greek, Hebrew, French, German, Spanish and Italian.

M. H. CARLETON, L. L. B. Address, Burr Oak, Mich. He is a graduate of Michigan State University and Michigan State Normal School. References, John A. Mitzer, Director Union Schools, Burr Oak, Mich.

J. W. THORNBURG. Address, Muncie. Graduate of Muncie High School. References, Hamilton S. McRae.

AUDITORS' AND TREASURERS' FEES.

Auditors are not entitled to fees for collecting and disbursing School Tax. Treasurers' fees are paid from the General Fund. The School Funds are not diminished by fees for collection and disbursement.

SPECIAL AND TUITION TAX

Can be levied at any time when the Auditors can put them on their duplicates. They do not need to be passed upon by the Commissioners, the first being under the control of the Township and Corporation School Trustees, and the second is ordered by Township Trustees and the Common Councils of cities and incorporated towns.

B. C. HOBBS,

Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

If Examiners or others interested will send us notices of time and place of holding Institutes, we shall be glad to insert. After Institutes have been held, we shall be pleased to receive short reports (usually not exceeding a half page,) stating branches taught, number enrolled, new plans, prospects, etc.

We desire to suggest to all whom it may concern, that teachers should have an answer, affirmative or negative, as to employment, at the close of the school year. In some towns, possibly in some cities, the custom prevails, of letting teachers leave at close of the year, without any official action as to employment for the following year. This is an evil in not less than three particulars: 1. It is unjust to the teacher, leaving him in doubt during the vacation. His vacation plans are uncertain. He does not know whether to look for other fields of labor, or to wait in expectancy of his former position. Certainty is better—whether he goes or stays; he plans and works accordingly. 2. It frequently gives trouble to Trustees: (a) in annoyance through all vacation from new applicants; (b) on coming to organize in the fall, they find that several teachers whom they intended employing, are engaged elsewhere. We have frequently heard Trustees express their regrets at these unexpected results, results which they could and should have avoided. The employment of teachers wanted at close of term is the remedy. 3. It leads to frequent change of teachers. The teacher not knowing whether he is to be reemployed, seeks work elsewhere. The Trustees designed reemployment, but it is too late now, and change is the result. The teacher and pupils may regret it, but there is no remedy, save in a violation of contract with the Trustees of another town. Therefore we would say, *employ teachers at end of year*. Do not postpone until near the opening of next year.

PRONUNCIATION.

It is well known that pronunciation is chiefly a matter of drill rather than of laws or principles. He who attempts to pronounce our language by the laws of analogy, will fare much as the Frenchman who tried the following words: a tough cough ploughs me through. Applying, by analogy, the

sound of the first to all, he would come out with the following: *a tuf cuf plus me thruf.*

From this and numerous kindred examples, it is obvious that analogies will not do. On the contrary, we must rely on drill. This true, the practical sequence imposes a duty on teachers, namely, the duty of special attention to pronunciation. This attention must be given, (1) in spelling and reading; (2) in all recitations, and (3) in the teacher's own pronunciation.

The first of these is so obvious as to need no elaboration. All assent to its truth on mere statement. The second is an efficient agency, but we fear it is often neglected. We think it not difficult to find cases in which pupils are allowed to make errors in pronunciation at pleasure, in any and all recitations, save spelling and reading. This is a grave fault. Stated affirmatively, every incorrect pronunciation, whether made by the class in geography, arithmetic, or aught else, should be carefully corrected. In my opinion, that teacher is seriously neglectful who allows pupils to mispronounce almost daily, throughout a whole year, words in common use. Such as the following are often heard: oft en, for of-fn; an-cient, for an-ci ent; oblige, for oblige; sac-ri-fis, for sac-ri-fiz; cary, for car-ry; fa-ry, for fairy; sade, for said (sēd); In-ge-ana, for In-di-ana; Indian-ōp olis, for In-dian āp olis; covet-yus, for covet ous (us); servile, for servil; vehé-ment, for vé-hement; pre-cize, for pre-cise (cis); admí'rabable, for ad'mirable; exquis'ite, for ex'-quisite; inex-ō'rabable, for inex'orable; stomp, for stamp; dooz, for does; govner, for governor; and numberless others.

The pupil that pronounces these words thus, for four or five years of his school work, will very likely pronounce them in the same manner through life. The teacher therefore who permits such pronunciations is *grossly neglectful of duty*. But if the teacher who permits such pronunciations, is neglectful of duty, what shall be said of him who practices such pronunciations himself? If it be asked whether these pronunciations are made by any one teacher, we should say no. But if asked, if made by teachers, we answer yes. Within the last ten years we think we have heard all these pronunciations, some by teachers in the public schools, some by professors and presidents in colleges. If perchance a few named above have not been heard, we have heard dozens of others which might take their places.

Now as the teacher should instruct by example as well as by precept, we respectfully submit that he is worthy of censure who inculcates a slovenly pronunciation. If our language is to become the depository of the learning of the world, and the medium for international treaties and commerce for all countries, as now seems probable, also the light-winged messenger to carry the gospel round the globe, it would seem that it is worthy of an accurate, and if possible, an elegant pronunciation, by every one who holds the responsible position of teacher.

It is not a matter of surprise, that the Greek language became the first of classics, when we remember that a wrong accent by a public speaker, was answered by a hiss from the audience. Such taste insures elegance. Were such a rule adopted in America, many a speaker could punctuate his sentences with *hisses*. *Let us improve.* A good place to begin is with teachers.

COLLEGIATE ASSOCIATION.

The Third Session of the Indiana Collegiate Association will be held in the Hall of the House of Representatives, Indianapolis, July 7th and 8th.

PROGRAMME OF EXERCISES.

Thursday,—2 P. M.—The Relation and Duties of the Colleges to the Public Schools. Address by President B. C. Hobbs.

Discussion of Address and Subject.

3:30.—Pronunciation of Latin—What should it be? Paper, by Professor L. L. Rogers.

Discussion of paper and subject.

Miscellaneous.

7:45.—*Discussion*: Higher Religious Culture in Colleges, and the means of securing it.

Discussion opened by ———.

Friday—8:45 A. M.—Opening exercises.

Miscellaneous.

9.—Can the study of the Ancient Classics be made more promotive of a knowledge of the English language than at present?

Paper by ———

10:30.—Some of the Means of preserving and improving the Physical Health and Vigor of College Students. Paper, by Professor Ryland T. Brown.

Discussion of paper and subject.

2 P. M.—*Discussion*: What changes do the wants of the age demand in our College courses of Study?

Discussion opened by Dr. C. Nutt.

4.—Election of Officers.

Closing business.

It is believed the themes here presented for consideration are of practical value to the educational interests of our State. It is further believed that it is specially the business and duty of this Association to deal with these and kindred themes. It is therefore hoped that Presidents and Professors of Colleges, and City Superintendents, and Principals of High Schools, throughout the State, will exert themselves to be present. All other educators and friends of education who may attend will be cordially welcomed.

GEORGE W. HOSS,

Chairman, Executive Committee.

We are authorized to state that D. Eckley Hunter, Superintendent Peru schools, will give his services when desired in superintending Institutes, during the summer vacation. Mr. H. has a large and successful experience as an institute worker. None need to fear failure in his part of the work.

Geo. P. Brown, of the State Normal School, will also be in the field, after September 1st. His abilities as an Institute holder are well known.

NATIONAL EDUCATIONAL CONVENTIONS.

The following is the programme of exercises at the National Educational Conventions, to be held in Cleveland, Ohio, August 15, 16, 17, 18 and 19, 1870:

AMERICAN NORMAL SCHOOL ASSOCIATION.

Monday, August 15.—Opening Exercises and Organization.

Address by the President, John Ogden, Principal Fisk University, Nashville, Tenn.

Report on Course of Study for Normal Schools, by Wm. F. Phelps, Principal State Normal School, Winona, Minn.

Discussion of same.

A paper on "Treatment of Dunces," by Miss Fanny M. Jackson, Principal of Institute for Colored Youth, Philadelphia, Pa.

"Model Schools in connection with Normal Schools." A paper by Richard Edwards, LL.D., President Normal University, Normal, Ill.

Discussion of the same.

"Vocal Music in Normal Schools." Paper by Geo. B. Loomis, Indianapolis, Ind.

Address by Hon. J. L. Pickard, Chicago, Ill.

Tuesday, August 16.—"The Recitations of Pupil-teachers." A paper by A. G. Boyden, Principal State Normal School, Bridgewater, Mass.

Discussion of the same.

"The Place and Value of Object Lessons." A paper by Miss Delia A. Lathrop, Principal Cincinnati Normal School.

"The Application of Mental Science to Teaching." Paper by J. W. Dickinson, A. M., Principal State Normal School, Westfield, Mass.

Discussion of the same.

"Means of Providing the Mass of Teachers with Professional Instruction." A paper by S. H. White, Principal State Normal School, Peoria, Ill.

General Discussion and Business.

NOTE.—A paper on some topic relating to the Profession will also be read by Geo. M. Gage, Principal State Normal School, Mankato, Minn.

JOHN OGDEN (of Tenn.), *President.*

J. M. OLCOTT (of Ind.), *Chairman of Ex. Com.*

NATIONAL TEACHERS' ASSOCIATION.

Wednesday, August 17.—Opening Exercises.

Addresses of Welcome. Response and Address by the President.

Transaction of Business, including the appointment of Committees, Announcements, etc.

Presentation of Reports from Committees appointed at the meeting of the Association in Trenton, N. J.; the Reports to be subsequently discussed and acted upon at the pleasure of the Association.

Report upon the Revision of the Constitution of the Association, by Prof. S. H. White, Principal of Normal School, Peoria, Ill.

Report upon a "National University," by Dr. J. W. Hoyt, President of Wisconsin Academy of Sciences, Arts, and Letters.

Report upon the "Decimal System of Weights and Measures," by James B. Thompson, LL.D., New York.

Paper by Prof. E. A. Sheldon, Principal of Normal School, Oswego, N. Y. Subject:—The Proper Work of a Primary School.

The paper will be followed by practical exercises in teaching, and a discussion.

8 P. M.—Address by President Charles W. Eliot, of Harvard University, Cambridge, Mass.

Thursday, August 18.—A Paper by Eben Tourjee, Mus. Doc., Director of New England Conservatory of Music, Boston, Mass. Subject:—"Music in its Relations to Common School Education."

The subject of the paper will be illustrated with practical exercises given by classes of children taken from the public schools of Cleveland, under the direction of Prof. Stewart, and will afterwards be discussed.

A paper by Prof. George A Chase, Principal of Female High School, Louisville, Ky. Subject:—"The Motives and Means which should be made prominent in School Discipline and Instruction."

Discussion of subject.

Lecture by Gen. John Eaton, Jr., National Commissioner of Education, Washington, D. C. Subject:—"The Relation of the National Government to Public Education."

Friday, August 19.—A paper by I. S. Baker, Esq., Principal of Skinner Grammar School, Chicago, Ill. Subject:—"The Claims of English Grammar in Common Schools."

Discussion of the subject.

Lecture by Hon. A. S. Kissell, State Superintendent of Schools in Iowa, Des Moines, Iowa. Subject:—"The Duty of the State with reference to Higher Education."

A paper by Z. G. Willson, Esq., Principal of Clinton Grammar School, St. Louis, Mo. Subject:—"The Use and Abuse of Text-books in Schools."

Discussion of the subject.

8 P. M.—Lecture by Hon. Frederick A. Sawyer, United States Senator from South Carolina. Subject:—"Free Common Schools—What they can do for a State."

One of the largest school houses in Cleveland will be used as an educational bazaar, for the exhibition of school books, charts, furniture, apparatus, etc.

The hotels and private boarding houses in Cleveland will furnish entertainment at reduced rates to those who obtain the proper certificate from the Committee of Reception. The Committee will be at the railway stations on the arrival of the several trains, commencing with Saturday noon, August 13. Particulars in regard to rates will be given hereafter.

Educators in various parts of the country are solicited to obtain as favorable terms as possible with railroads for their several localities, and to announce the same in suitable public journals.

DANIEL B. HAGAR, (Salem, Mass.), *President*.

THE ANNUAL TEACHERS' INSTITUTE of Carroll county, for the year 1869, was opened Monday morning, November 15th, under the superintendence of Prof. J. M. Olcott, assisted by Prof. George Bowman, who gave alternate lectures on the best modes of teaching in the common schools, which kept up the most lively interest for the whole week; and considering that we had the most bitter and stormy week of the season, we had the most largely attended Institute ever held in Carroll county. The whole number of names responded to at the last roll-call, was one hundred and three, and the average number was eighty-seven. One thing more we must be allowed to boast of, (for we believe we have beaten every county in the State this year, in this respect,) that is, out of the one hundred and three names, ninety of them were actual teachers, thirty-six of whom were holding license, and the other fifty-four applied on Saturday following the Institute, and the whole ninety are now teaching in Carroll county.

After passing the usual resolutions of thanks to instructors, citizens, etc., several special resolutions were offered, as follows:

Resolved, That we tender our sincere thanks to Prof. Olcott for his able lecture, in which he so ably defended the use of the Bible in our common schools.

Resolved, That the wages of females should be equal to those of males, where the amount of labor is the same.

Resolved, That we request the Legislature to appropriate means sufficient to hold our meetings ten days instead of five.

Resolved. That this report be published in the INDIANA SCHOOL JOURNAL
J. W. F.
AND TEACHER.

THE TEACHERS' INSTITUTE for Lake county was held during the week commencing December 20th. The Institute was a decided success, the most successful indeed that was ever held in Crown Point. Seventy teachers were in attendance, all full of interest. Instruction was given by Prof. B. Wilcox, Superintendent of the public schools of Valparaiso; I. H. Ball, County Examiner of Lake county; and Prof. H. Hadley; elocutionary instruction by Miss F. H. Churchill, of New York. Unanimity of feeling, and deep interest prevailed.

PORTER COUNTY INSTITUTE was held at Valparaiso during the holiday week, T. Keen, County Examiner, in the chair, Prof. B. Wilcox, Superintendent of the Valparaiso schools, principal instructor, assisted by Prof. E. Sumption, of South Bend, County Examiner of St. Jo. county, and G. B. Lane, Superintendent of the public schools of Van Wert, Ohio.

Eighty teachers exchanged a week of the usual holiday merriments, for one devoted to self-culture, in their high calling. Their sacrifice was repaid by a grand success. Prof. Keen is doing a great work in Porter county, by infusing a new interest into the cause of education.

[The above Institute notices were mislaid, which accounts for their late appearance.—Ed.]

WE regret that we have been disappointed in getting President Jones's first article on Reading for this number of the JOURNAL. We fully expected it when we promised it.

BLUFFTON, WELLS COUNTY.—We are informed by a friend who has visited this place, that the people are awakening to their educational interests. A commodious brick school building has been erected, which, for neatness of finish on the inside, is not excelled anywhere. It is also furnished with improved patterns of desks, and several valuable pieces of philosophical apparatus have been purchased. That the good work might not stop short of accomplishing the desired results, a corps of six teachers has been employed, with Mr. F. S. Reefy as Superintendent. This gentleman has already accomplished much in the educational field in this section of the State. He is evidently the right man in the right place.

It is but proper to state that this encouraging condition of affairs is mainly due to the enterprise and foresight of the School Trustees, Messrs. Newton Burwell, S. Oppenheim, and Hugh Daugherty. There may be some who think these gentlemen have gone *too fast*, but time will prove their good judgment. They can afford to *wait* for their vindication.

With their new school house and new railroad, the people of Bluffton are on the road to prosperity.

EXAMINERS' CONVENTION.—A State Examiners' Convention will be held at the Normal School building, Terre Haute, August 2d, beginning at 7½ o'clock P. M. It will continue two or three days, as the Convention may elect.

This will be the week before the close of the Teachers' Normal Session, and will be an excellent opportunity for Examiners throughout the State to see our new Normal School Building, (which is one that we may well be proud of,) to become acquainted with the Faculty, and to see something of the work this State school is intended to do. Railroads entering Terre Haute will return free both those attending the Convention and those attending the Normal Institute.

TEACHERS' NORMAL SESSION.—For the benefit of those teachers who can not enter upon a regular course in the State Normal School, a four weeks' session has been provided, to begin July 13. It will be held in the Normal School building, and under the immediate direction of President Jones. The services of all the members of the Faculty have been secured. This will afford to teachers who have never had the advantage of Normal instruction, a rare chance to prepare themselves for their coming year's work. If teachers deal honestly with themselves and their employers, and allow their consciences to dictate their duty toward their pupils, the attendance upon this session will be *very large*.

ANY one can have a copy of the School Laws of Indiana sent to him by enclosing two cents for postage, with his address, to Office of Superintendent of Public Instruction, Indianapolis.

EARLHAM COLLEGE READING ROOM.—A commodious room, fifty-five by thirty feet, well lighted and well ventilated, has lately been opened at Earlham College as a library and reading room. It contains in its four libraries three thousand, three hundred volumes. On its eight tables and two reading-racks, are found such periodicals as the North American Review, *Littell's Living Age*, *The Eclectic*, *Riverside*, and *Harpers' Magazines*, *Atlantic Monthly*, *Packard's Monthly*, *Overland Monthly*, *Old and New*, *The Galaxy*, *American Naturalist*, *Hours at Home*, *Our Young Folks*, besides journals, reviews, and newspapers, embracing religious instruction and information on literature, science, politics, agriculture, horticulture, amusement, etc. The annual cost of this reading matter is one hundred and sixty dollars, and is paid by the two literary societies and by private contributions. Out of recitation hours, the room is constantly accessible to the students, both of the College and Preparatory Departments.

Good for Earlham. Can any other College in the State beat it?

THE State Normal School Board at its last session, elected Miss A. P. Funnelle a member of the Faculty of that Institution. Miss Funnelle is a graduate of the Oswego Training School, was for several years connected with the New York State Normal School, at Albany, and has for the last three years been Principal of the Indianapolis Training School. She is a woman of superior ability, and the Board has done a good thing for our State school in securing her services. Indianapolis can ill afford to spare her, but what it loses the State at large will gain.

The Board has made a fitting appointment, and has done a most sensible thing in giving her the regular Professor's salary, \$1500.

MR. J. K. WALTZ, Principal of the south section of the Indianapolis schools, has resigned his place to take an agency in Chicago, whereby he expects to make more money. The old story—our best men leave the profession because they cannot *afford* to teach. We regret to lose Mr. Waltz from the educational field; he was an earnest worker. May success attend him in his new field of labor.

THE Superintendent of Public Instruction, B. C. Hobbs, visited Monroe county in the latter part of April, and met a small number of Trustees, and made a solid and practical lecture to the citizens.

WE learn from Sup't Rippetoe that the schools of Connersville will be kept open ten months this year; also that the educational sentiment of the county is improving.

NEARLY all the pupils in the Shelbyville schools have taken the temperance pledge, also an anti-tobacco pledge. This is beginning with young and unperverted nature, which may be trained in the way it should go.

THE Methodists of Indiana have resolved to hold a State Convention at Indianapolis, October 18, 19 and 20. Among other themes for consideration, is the Literature of the Church; also the Sanctity of the Family Relation.

THE enrollment of students for the year in Asbury University, will be about three hundred and fifty. Of these about twenty are young ladies. Opposition has ceased, and the ladies have triumphed. Truth will prevail.

DR. JOHN S. BOBBS, Dean of the Faculty of the Indiana Medical College, Indianapolis, deceased May 1st. He was a worthy citizen and an eminent member of his profession.

ESTELL'S PROGRAMME CLOCK for schools, which is advertised this month, is all that is claimed for it. A teacher who has tried a good programme clock would not willingly do without one. We speak from experience.

A DEFINITION THAT NEEDS DEFINING.—Network is defined by Dr. Johnson thus: "Anything reticulated and decussated with interstices between the intersections"

It is claimed on philosophic principles that the closing of one of the senses, gives increased acuteness to the others. Is this the reason why some people so often close their eyes during the sermon at church?

A TEACHER urging his school to be quiet, said he wanted it so still that they could hear a pin drop. In a few moments all were still, and waiting as if something was to follow, when a little fellow called out, "All ready—let her drop!"

THE SECOND MEETING of the Western Social Science Association, (organized at Chicago, November 11, 1868,) will be held in Chicago, June 8 and 9, 1870. Valuable papers will be read on this occasion, on the subjects of Finance, Education, Jurisprudence, Crime, Pauperism, Deaf Mutes, Idiocy, Insanity, Criminal Abortion, Public Charity, and other allied topics.

HOW TO BE NOBODY.—Young man, it is easy to be nobody. Just stand on the corners of the streets, hang round the depot, or lie about the saloon, and the work is done. You need not spend much for drink, only a little now and then. Play cards a little, billiards a little; anything to kill time, and keep you from honest work or hard study, and the thing is done. Read a "dime novel" occasionally, stay up late at night, rise late in the morning, keep your stomach full and your head empty; turn nature wrong side out generally, and you are a success. You will soon graduate a nobody, a loafer, gambler, or drunkard, one or all, as you please. Idle, truant, loafing, lounging, upstart, tobacco-chewing boys, look where you are going, be fore you go.

A B R O A D.

—Kansas is to have a portrait of John Brown in her capitol.

—It is said that by imperial edict, the use of tobacco is prohibited in the Royal College of France.

—It is said that Bonner paid Greeley \$25,000 for his articles, called "Recollections of a Busy Life."

—It is said that the heirs of Noah Webster receive an annual income of \$25,000 from the sale of the great Dictionary.

—The Legislature of California at its last session made provision for the endowment of the State University to the amount of \$50,000 per annum.

—Albion College, Michigan, has been in trouble financially and *presidentially*. As a remedy for the latter, the Board has given the President leave of absence, which leave is to be made perpetual.

—The New York Methodist Conference, at its last session, adopted a strong resolution against the diversion of any of the public educational fund to sectarian institutions. A move in the right direction.

—Hon. E. E. White, editor of the *Ohio Educational Monthly*, proposes to commence, July 1st, a national edition of the Monthly, under the title, *The National Teacher*. We predict for this publication a high rank among educational journals.

—The Ohio State Teachers' Association will hold its session in Cleveland, July 5, 6 and 7. The National Associations—Teachers', Normal, and Superintendents'—hold their sessions at the same place, August 12 and 13.

—As per last Report of the Freedmen's Bureau, the increase within the last year has been as follows: Number of schools, from 3,267 to 4,006; teachers from 7,840 to 8,205; pupils from 181,196 to 210,72. In some cases the work is warmly encouraged, in others bitterly opposed.

—The total amount of land granted by the United States for public school purposes, is 68,000,000 acres; for Agricultural and Industrial colleges, 11,000,000 acres. Indiana, Ohio and Illinois received one-thirty-sixth of the land within their limits, for educational purposes. The newer States are receiving one-eighteenth.

—An educational revival is in progress in Arkansas. The recent law provides that when fifteen children, white or black, can be collected in any neighborhood, a school shall be established. Under this provision, about two thousand schools have been established within the last three years. Success attend these worthy efforts.

—A pretty severe anti polygamy bill passed the House of Representatives in Congress a short time since. It provides among other things, that each convicted polygamist shall be fined not exceeding one thousand dollars, and shall be incarcerated in the penitentiary at hard labor not exceeding five years. Brigham Young & Co. are solemnly remonstrating against the bill. The end is not yet—possibly war, possibly emigration, possibly both.

BOOK TABLE.

PRINCIPLES OF DOMESTIC SCIENCE, as applied to the Duties and Pleasures of Home. A Text-Book for the use of Young Ladies in Schools, Seminaries and Colleges. By Catharine E. Beecher and Harriet Beecher Stowe. New York: J. B. Ford & Co.

In this age, when the press is groaning with books of romance and fiction, and others more pretentious, yet almost worthless, and when the public appetite is cloyed with the same, it is refreshing to meet a practical book on an intensely practical subject. Bating a few particulars, this, in our judgment, is a practical book, on what we know to be an intensely practical and most important subject. The heading of the various themes treated evidences the latter of these statements. Some of these are: The Christian Family; the Christian house: the healthful home; home decorations; healthful food; cleanliness; clothing; good cooking; economy of time and expenses; care of infants; care of the aged; care of the sick; warming and ventilation. If these are not practical themes, we know not where to find them. If this book could be read by every girl and woman in the land, and then its principles so far as practicable be applied in everyday duties, the blessings and comforts that would result can scarcely be estimated. If every American girl who indulges in reading dishwater novels, would give up her sickly sentimentalism, and substitute the careful study of this book, but for six months, life in many cases would lift itself to a purpose, and the dreamy, lachrymose, languishing maiden, sighing like a furnace over the imaginary ills of more imaginary heroes and heroines, would be converted to a thoughtful, sensible, practical girl, able in a clear and strong tone to say, "Life is *real*, life is earnest;" and to add that, earnest workers with earnest purposes are needed, to make this life purer, brighter, happier, better.

In conclusion, we feel authorized to express our hearty thanks to the worthy authors for the production of so valuable a book; and to add the wish that it may speedily find its way into a million homes.

LATIN GRAMMAR AND READER. By Wm Bingham, A. M. Philadelphia: E. H. Butler & Co.

The grammar before us contains many excellent points to which we would call the reader's attention, and thus induce him to examine and judge for himself. The most commendable feature is the syllabification and accentuation of the paradigms. Another, hardly less important, is the introduction of English exercises to be changed into Latin. The attention given to the subject of gender deserves especial notice. The Reader has the quantity of vowels, not long or short by position, carefully marked, which is certainly an excellent characteristic, and also pays particular attention to the comparison of *oratio recta* and *oratio obliqua*.

Such features as have been mentioned should commend the above books to all interested in Latin.

CÆSAR'S COMMENTARIES ON THE GALLIC WAR. By Wm. Bingham, A. M. Philadelphia: E. H. Butler & Co.

In this edition of Cæsar's Commentaries, the editor has sought to supply those wants of pupils and teachers which have been so long and painfully felt. The notes on the text have been carefully prepared with regard to the highest good to the student. The vocabulary is excellent, and commends itself not only to the eye but also to the understanding. Teachers, examine for yourselves.

STEEL'S KEY TO THE SCIENCES. New York: A. S. Barnes & Co.

This is a little volume of some eighty pages, made up of questions on Natural Philosophy, Chemistry, and Astronomy, with concise answers. The questions are suggestive, and will be beneficial to any one teaching these subjects, whether he uses "Steel's Course" or not. *

GERMAN PRIMER. By M. Th. Preu. New York: G. P. Putnam & Son.

The above is a beautifully bound and beautifully illustrated book for little folks. The pages are arranged in double columns, one German, the other English. The book has been arranged with much care, and has merit. Were we to venture a criticism, we should say that it contained too many detached sentences, and too many difficult words. *

THE WONDERS OF POMPEII. This is the seventh volume of the Illustrated Library of Wonders, published by Charles Scribner & Co., New York.

This book, as all its associates, is full of interesting facts, presented in an attractive form. Were I to select a public, or a Sabbath school library, I should have "Illustrated Library of Wonders" near the head of my list.

FIRST BOOK OF BOTANY. By Eliza A. Youmans. New York: D. Appleton & Co.

This little book is designed to cultivate the observing powers of children. It is intended as a kind of object-lesson book, and is so simple that a teacher unacquainted with the science would have no difficulty in understanding it and teaching it. The mechanical part of the book is beyond criticism, and the illustrations surpass any that we have before seen. It is a success. *

CÆSAR'S COMMENTARIES ON THE GALLIC WAR. By Albert Harkness, Ph. D. New York: D. Appleton & Co.

This edition of Cæsar's Commentaries is intended to follow directly the author's Latin Reader. The text is the result of a careful collation of the several editions most approved by European scholars. The Notes at the close are intended to guide the faithful efforts of the student, and not to lift him over the difficulties with little or no exertion on his own part. The accompanying life of Julius Cæsar has been carefully compiled, frequent reference being made to the History of Julius Cæsar, by Napoleon III. The map of Gaul has been copied, with a few changes from that work. Altogether, the work is a valuable one, and will be found to meet exactly the wants of those pupils and teachers who have followed Harkness through the Introductory Book, Grammar, and Reader. We prophesy great success for it. *

HOMES WITHOUT HANDS. By J. G. Wood, M. A., F. L. S. New York: Harper & Brothers.

This is an admirable volume of some six hundred and fifty pages, on the habitations of animals. Beginning with the simplest and most natural forms of habitation, a burrow in the ground, the work proceeds as follows: 2d. Those creatures that suspend their homes in the air. 3d. Those that are real builders, forming their domiciles of mud, stones, sticks, and similar materials. 4th. Those that make their habitations beneath the surface of the water. 5th. Those that live socially in communities. 6th. Those which are parasitic upon animals and plants. 7th. Those which build on branches. The last chapter is miscellaneous, treating of those habitations which could not be well classed in any one of the preceding groups. This is a new method of classifying animals, and it adds new interest to the study.

It is a splendid book from which to take object lessons on animals. It is a book that every teacher would be glad to have. *

TENNEY'S GEOLOGY. Philadelphia: E. H. Butler & Co.

This book is already well known to many of our teachers and we need not speak of its general character. For the benefit of those who may not have seen the new edition, we would say that it has lately been revised, and the size of the book considerably increased. It has been largely re-written, and many new illustrations have been added. It is now fully up with the times and is a good book. A few mistakes occur in it which will doubtless be corrected in the next edition. *

THE INSTITUTE READER AND NORMAL CLASS-BOOK. By William H. Cole. Wilson, Hinkle & Co., Cincinnati.

This is a new book of some three hundred and sixty pages, prepared expressly for the use of Teachers' Institutes and Normal Schools. The peculiarity of the book is that it furnishes instruction and exercises in reading through all the grades. It is customary in Institutes to use books fitted only for the higher grades, to illustrate the subject of Primary reading. This is not well. Part I. contains practical directions to Primary teachers, followed by exercises from the Primer, First, and Second Readers. Then follow the other grades, and the book closes with some very practical suggestions as to the best methods of organizing and conducting Teachers' Institutes. It seems to us that such a book is very much needed. We predict for it a very liberal patronage. Specimen copies sent for eighty-five cents. *

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Indiana School Journal and Teacher.

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JULY, 1870.

No. 7.

WHEN AND HOW TO TEACH THE ENGLISH LANGUAGE.—I.

W

BY PROFESSOR HENRY N. DAY.*

THAT the English language should be taught in all our public schools, at least in which the pupil is carried farther than through the mere rudiments of reading, writing, and arithmetic, none will question. The difficulty in the matter is the determination of the time and the mode of teaching it.

I. THE TIME TO TEACH LANGUAGE.

In regard to the time of teaching, the questions at once arise: At what age and at what stage of mental advancement can the pupil profitably receive instruction? At what point in his progress, relative to his other studies, should this study be undertaken? When should the instruction by formal text books commence, relative to a preparatory course of oral teaching?

As it regards the age and capacity of the pupil, it would seem that all doubt would be dissipated by the consideration, that about the first thing that a child can be taught is how to speak—that is, how to use language, how to construct discourse. All doubt would in fact be dissipated by this simple consideration, but for the fact that the requisite text-books and the requisite oral teaching are not available in our public schools. Text-books are of course out of the question till after the pupil has learned

*Author of Art of Composition and Art of Discourse, Yale College.

to read; and even then, the obstructions of analytic grammar, are beyond the grasp of a child. The time of the teacher is too much engrossed by other duties, to allow the amount of attention, on his part, necessary for much success. Whether these difficulties can be obviated, will appear, perhaps, farther on in our discussion. But the fact that a child, if capable of learning anything, is capable of learning his own vernacular tongue, provided suitable teaching, in quality and quantity, is supplied to him, may rest as settled beyond question. He may be taught to express his thoughts correctly, and may be made without trouble to understand that what he says or writes is correct, and why it is so. And certainly, whether for direct practical utility or for intellectual discipline, the right training in the nature and use of language, can hardly be postponed for any other branch of instruction. Reading, writing, and arithmetic are excepted only because instruction in these branches cannot well be acquired out of school, while a passable acquaintance with language and discourse may be picked up in the street or the shop. The ability to think, and to express thought suitably and effectively, must be admitted to rank above proficiency in any other branches of study, if we except at least, the three mentioned. If time or other cause limit the education, let precedence then be given to education in language. Let that study be retained if all others must be excluded. I have observed and admired the wise instinct that has prompted the adult freedman and the poor white, inspired by the desire of knowledge alike, to select of themselves, English Grammar, as the first study after learning to read, before arithmetic, before geography, before history, before any other study.

The learning of language must of necessity take its start under the lead of oral teaching exclusively. But after the pupil has learned to read and to use books, after he has come to be able to study written arithmetic or geography, whether it is expedient to put him into textbooks, is a question of interest. On this point, the following considerations will have perhaps decisive weight.

First—The text-book, if used, must be suited to his capacity. Our common analytic grammars, are, of course, beyond the grasp of a child of six or eight years. But if anything can be taught by book, certainly it is conceivable that a constructive grammar may be so prepared, as beginning with simple concrete objects and leading on to sensible attributes, and then step by step, through all the elements of the sentence and into the construction of simple narratives or descriptions, to conduct along, without strain or serious trouble to teacher or pupil, but with satisfaction and pleasure to both. This makes the work the most attractive, as the most profitable, of all school exercises. Such elementary text-books we are beginning to have.

Secondly—Oral teaching must accompany the use of text-books. A school implies this. And only the teacher who enlists a lively interest in the studies of his pupils, so as to lead them, help them, animate them, is worthy of the name.

Thirdly—The pupil should, so far as possible, be freed from the leading-strings of oral teaching, and be thrown upon his own resources. He should be lead to *study out* truth for himself. Oral teaching leads to servility and dronishness. It should be allowed to displace text-books only when the necessities of the case compel. The most accomplished and successful teachers have fallen back upon catechetical instruction, based on text-books, as, after all, the true method for the benefit of the pupil; and that too, when masters of their subjects and also of the art of communicating. They have in this freely sacrificed pride, ambition, and ease, to the good of their pupils. How much more is this incumbent on the mass of teachers in the public schools, who cannot be supposed to be proficient in each of the many studies they are expected to conduct!

Fourthly—Only by the judicious use of text-books can the time of the pupil be profitably employed. In our schools generally, there must be classifications; and a teacher can give but a portion of his time to any one pu-

pil, even with the fewest classes into which our public schools can be organized.

Our conclusion is that while oral teaching must precede and should always accompany the use of text-books, the pupil should, as early as may be practicable, be put upon use of text-books, and by separate, independent effort be led to study out their teachings; this private study to be supplemented by the teacher in the class-room.

RECIPROCAL DUTIES OF PARENTS AND TEACHERS.*

BY R. F. BREWINGTON.

(Concluded.)

BUT recurring again to the question, "What would you have parents do, in addition to furnishing teacher, school-house, text-book, and apparatus?" we remark that this is but a tithe of the parent's work, nor will the earnest, successful teacher be satisfied until more than this has been done by the parent.

The co-operation of parents is very desirable in securing, 1st. Punctuality in attendance; 2d. Good order in school; 3d. Advancement in the various branches of study, and this co-operation can, in most cases, be secured by persistent effort on the part of the teacher.

With reference to the *first* of these items, punctuality, the parents need to be often reminded of its importance. The statistics of the graded schools, show a decided improvement in the last few years in the matter of punctuality. How has this been obtained? I answer, that one of the prime agents in producing this desirable change has been the introduction of the rule demanding excuses from the parents in cases of absence or habitual tardiness. The secret of the matter is this: The *attention* of the parents has been called repeatedly to this one point,

* Paper prepared to be read before the State Teachers' Association, but because of sickness, was not read.

and in this manner their co-operation has been secured. And yet with all the improvement in this respect, superintendents of graded schools and teachers of ungraded schools know full well the necessity for still greater improvement in this direction.

Especially is it the bane of country schools that the attendance is so irregular. Here, as in the city graded schools, the same effectual means should be applied. Parents should have their attention called again and again to this matter, until they are willing to see to it that the children are regularly in school.

Here is work for the teacher. Visit your patrons, if need be, and expostulate with them kindly, yet firmly. Here too is work for trustees and school officers. If the law of the State gives the right, which it undoubtedly does, to trustees to make needful regulations for conducting the public schools, then the requirement that parents shall co-operate with teachers in securing regularity of attendance, can be enforced in the ungraded schools of the country as well as in the best ordered graded school of the city.

Compulsory education, it is true, as yet finds no place in either the organic or statute law of the land. God speed the day, however, when, by legislative enactment, every child in the commonwealth shall be compelled to spend a specified time in school, preparing for the important duties of American citizenship. Do this, and you lay deep, and broad, and strong the foundation on which to base the perpetuity of civil liberty and free institutions.

Do this, and Europe may send her swarming millions across the Atlantic, to people the fertile plains of this Western world. Bid them come, but say to them, your children *must* be taught the language, the laws, and the duties of American freemen. And more than this, with this safeguard, we may even bid John Chinaman welcome to our broad domain, where he may learn in our own good Anglo-Saxon tongue, to chant the songs of freedom, disenthralled from the chains that bind and fetter him in his own native home.

But until that good time coming shall be fully ushered in, teachers must not hold their peace. Use all possible means to secure the co-operation of parents in the matter of punctual, regular attendance at school, and much may be accomplished by the combined reciprocal labor of parent and teacher.

Secondly; The co-operation of parents is of the utmost importance in securing and maintaining good order and correct deportment in school. Every teacher of experience knows that if he has the influence of parental restraint to assist him, the work of school government is comparatively easy. On the other hand, let the parents manifest indifference, or what is far worse, let them encourage insubordination, and all the efforts of the best disciplinarian are neutralized. It is natural for parents to entertain the complaints of their children in reference to school government, and just as natural for children to give distorted and incorrect reports of that which occurs in the school room. What, then, shall be done? Shall the teacher say, "I am doing my duty and I will continue to do that, fearless of consequences. Having done my duty I care not whether others are pleased or not." Such is frequently the feeling and language of the teacher.

But is it best that such thoughts should be indulged or find expression in the words of the teacher? True they savor of independence, but independence, like many other good traits, may become wild and erratic in human action, and in our efforts to be independent, we may sometimes forget that we are the component parts of a great system, and not isolated meteors, wandering at will where'er we list.

Be firm then, and decide as you may, in the government of your school, but do not be arbitrary, and whenever it is possible, enlist the hearty co-operation of parents, and your burdens will be greatly lightened.

Thirdly; The parents' co-operation must be secured, if the attention of the pupils is gained and proper advancement made by them in the various branches of study.

A bright-eyed, merry-hearted child leaves the school-room when the duties of the day are ended. If per-

chance those duties have been well performed, there is in the mind of the child a wellspring of delight that bubbles up and overflows in pleasant words and cheerful smiles. The teacher's approving smile and kind word commending duties well done, have been to him a magic power, a sweet influence for good. And now he is going home, to that place which should be dearer than all of earth beside. He crosses its threshold, all aglow with enthusiasm, feeling that he has achieved victories during the day of which he has a right to be proud. But alas! for him there comes no responsive greeting, no commendation from the lip of father or mother, and, if perchance, in his boyish enthusiasm, his feelings find utterance in words, he is driven away with the cold, heartless word of stern command, that sends him to his evening task, and bids him not annoy the parental ear with his school-boy tales.

Is it any wonder that the glow of enthusiasm is chilled in such a mind, and under such circumstances? How natural that he should reason thus, "My duties in school and my lessons must be of small importance or my parents would be more interested in them." Feeling thus, he soon becomes dull and listless himself, and all the well meant efforts of the teacher fail to arouse a mind thus rendered careless and indifferent through parental neglect.

Had such a child received proper encouragement at home, had he received the stimulus of kind appreciative words of encouragement from parental lips, how different might have been the result. Instead of the plodding, aimless, and often worthless citizen, there might have been developed from that hopeful embryo, the educated, refined, and useful man, living not as the mere animal, but to bless and elevate the race.

If this be true, and from its truth none will dissent, how important that parents co-operate with teachers in all the work of arousing and developing the intellectual faculties of those for whom they should mutually labor.

Summing up briefly, then, the substance of what has been said, we repeat, the cause is a common one, whose

multifarious duties demand the watchful care, zealous labor, and hearty co-operation of parents and teachers. And while the teacher may guard, aye ought to guard, well against every effort to interfere with his own proper prerogative and duty, yet is his work not done until he brings to his aid the grand agency of parental influence, lightening his burdens and giving increased efficiency to all his labors.

METHOD OF TEACHING U. S. HISTORY.

BY PRESTON MCKINNEY.

United States History is one of the branches required by the law of our State to be taught in the schools; and yet among "methods" suggested in Teachers' Institutes, and recommended in Teachers' Journals, but little attention is given to methods in this; in fact, if touched upon at all, it is usually passed over very lightly, as a kind of necessary nuisance.

Visiting the school of one of the leading teachers in Southern Indiana, a few months since, after the recitation of a class in this branch of study, he turned to me with a question something like this: "*Do* you know any plan for making the study of United States History interesting to a class in school?" This is, to some extent, the feeling of many teachers.

The object in this article is to present a system followed by the writer, which he thinks will be found successful wherever fully carried out.

It is scarcely necessary to say that with the aid of maps the attention of the class should be drawn constantly to the geography of the places of which notice is taken in the history.

In beginning, mention to the class that only the *leading* points are to be retained in the mind. This may be illustrated by saying, that in reading an account of a steam-boat disaster, occupying a column and a half of a news-

paper, we perhaps remember only the name of the boat, where the disaster occurred, its cause, where the blame, if any, is placed, the number of passengers on board, the probable number lost, and a few other items of that kind, which might have been printed in fifteen or twenty lines, and yet we have all that is worth remembering. Tell them that in studying History, the memory should be charged with the leading events, the order in which they occur, the dates, names of the actors, etc. Then going to the blackboard, draw near the top a long horizontal line, and above it write the heading of the chapter you intend the class to study first. Below this line, draw an oblong diagram of suitable size, either vertical or horizontal. Then require the class to read the first one or more paragraphs, think of it a short time and then tell the leading thought or thoughts contained in that which they have read; this express in a short, pointed sentence, leaving out all words not absolutely necessary to the sense. Write this sentence in the diagram, and by a line, connect the diagram with the horizontal line above it, and if there is a date, write it along this line, the year on one side, and the month and day of the month, if given, on the other side.

Proceed in like manner with the remaining paragraphs, until the whole chapter has been diagramed. The class should then copy this upon paper, and study it, referring constantly to the chapter in the book, as they take each single diagram. At the next recitation have them place the diagrams, from memory, on their slates, instead of answering questions verbally. Repeat this for a few days until the class have caught the idea; then require them to construct their own diagrams, and produce these on their slates at recitation, as their examination on the lesson. After this, grade them on the degree of proficiency they show in bringing out the leading ideas of the lesson, and on the conciseness and proficiency of their sentences. The remaining part of the recitation should be occupied in general remarks and questions on the subject in hand.

The advantages of this method are, the pupils learn to select and remember the particular points in what they

read; a faculty which will be found beneficial, not only in the study of History, but in many other branches, and in general reading. By means of the diagram, each thought is isolated, and yet seen in its proper order and connections. The dates, which are difficult for most persons to remember, will be fixed in the mind more firmly than by the usual methods of study, and the pupil will at the same time learn to express his thoughts in few words, while the construction of the diagrams will serve as a pastime.

During the time the class are engaged on a series of chapters in one relation, prepare a "Review or General Diagram" on the subject in hand. As an instance, while the class are studying the settlement of the original thirteen States, prepare a diagram on that subject, thus: Draw near the top of the paper, a horizontal line; on this line write the title, "Settlement of the Original Thirteen States. One-fourth of an inch below this line draw one parallel to it, joining them at the ends by perpendicular lines. Within this space, write, at suitable intervals, and in the following order, the phrases, By the English, By the Swedes, By the Finns, By the Danes, By the Dutch, beginning on the left. Then below this, at the left side of the page, draw a small diagram, in the upper part of which write Jamestown; just below this name, write Virginia, separating each word with a light line. Now join this diagram by a line to that part of the horizontal line above, marked *By the English*, and along the joining line write the date.

This, being the first diagram on the left, indicates the first settlement; by its union with the part of the line above to which it is attached, it is indicated that it was settled by the English. Thus we have the name of the settlement, the date, the nationality of the settlers, the leading spirit of the colonists, the State which resulted from it, and the fact of its being first settled, all comprised in a very small compass.

Proceed in like manner with the other States in their order. Some of the joining lines must necessarily cross another part of the page, before attaching to the hori-

zontal lines above. This may be done by allowing them to ascend vertically as far as may be necessary, then bending, run in a horizontal direction, until, bending again, they can ascend vertically to the desired point.

The line joining the settlement of New Jersey, should, near its upper extremity, separate into two branches, one leading to "By the Dutch," the other to "By the Danes;" thus indicating that the colonists were of these two nationalities. Delaware will require a device of the same kind.

In the case of Connecticut, let the joining line bend around, and attach to the under side of the diagram of Massachusetts, instead of to the horizontal line above, indicating that it was settled by emigrants from that State. The same plan will be necessary in one or two other instances.

The diagram of New York, should be placed a little to the right, and a little below that of Virginia; then let the joining line rise from the upper side, then bend to the left, then descend to near the bottom of the page, after which it should run horizontally, until by bending again and ascending it can reach that part of the line above marked, "By the Dutch;" this will give an appearance of stability to the whole system.

After having prepared this diagram, which can all be placed upon one page of foolscap paper, when the class are ready for it, have them copy it, and learn it thoroughly, as a review, before proceeding further. In learning any of these systems of diagrams, it will be found pupils will learn them more accurately by copying repeatedly on their slates or upon paper. The same plan may be followed in preparing diagrams of the wars; first, one showing the leading events, in their order, which brought on the war. Then one showing the principal battles and events of the war, with the dates, total losses, and commanding officers in battle. The war of the American Revolution would perhaps require as many as three pages of foolscap.

NOTES OF EUROPEAN TRAVEL.—IV.

BY MRS. J. G. KINLEY.

HASTILY despatching our lunch, we took a cab and started out to see the extensive and expensive dock yards on the river Mersey, which render Liverpool so famous. There were the Sandore docks, their immense basins filled with water, in which could float the largest ships. The Commercial Docks, constructed of Scotch granite and iron, and many others of equal importance, the whole covering two hundred acres, with fifteen miles of quays, and costing one hundred million dollars. For miles we rode along these docks, piled high with commerce from every part of the world, then turned our attention to the public buildings; St. George's Hall, the New Exchange, the Town Hall, the Custom House, and numerous others, all notable for their look of substantial durability. In active, stirring, noisy life, this city is so much like New York, and everybody seemed to be in such a hurry, that we were glad to escape its confusion and drove out to St. James's Cemetery to obtain a little quiet; the dead are always quiet, (though the Spiritualists might differ from me,) and even Liverpool is no exception to the rule. Though the citizens live in such a continuous bustle, yet when "life's fitful fever" is over "they rest well" in that secluded place. The cemetery is quarried out of red stone, the stone having been carried away for building purposes, consequently it is lower than the surrounding country, and is a novel, as well as an economical arrangement for a grave-yard. After rambling among the monuments and tombs as long as we desired, we rode through Princess's Park, a splendid drive and out to see the equestrian statue of George the Third at the junction of Pembroke Place and London road, ending with a ride over the city, and leaving that evening for Windermere, in the English Lake district. We took lodgings, as travelers usually do, with a private family, under the shadow of Orrest Head, and in full view of

Lake Windermere. From Orrest Head, which we climbed early in the morning, splendid views were obtained of Langdale Pikes, Wry Nose, Crinkle Crags, and Conistone Old Man, mountains from one thousand to three thousand feet above the sea. Lovely Windermere lay twinkling in the sunlight, the shadow of mountain and wood dancing upon its placid bosom,

"And just a trace of silvery sand
Marked where the water met the land."

From Orrest Head we wandered on to Elleray, the home of the late Prof. Wilson, which, nestling in its green and glorious shade, could only be seen by glimpses. Such walks as skirt the base of Orrest Head, are surely fit for the sportive feet of Diana and her nymphs. Such taste and neatness everywhere prevailed, and such sweet, shady nooks came upon us so unexpectedly, that we fancied Venus herself might be tempted to make this her summer retreat. Luxuriantly the foliage covered every tree and vine, and scarcely the smallest portion of any house was visible, so beautifully did the English ivy enwrap it. Lingeringly we retraced our steps over that fairy landscape, and, ordering a carriage at the village, we started for a ride of twenty-two miles. Our road took us by the "Dove's Nest," once the home of Mrs. Hemans. Covered with ivy, and almost hidden from view by the grand old trees that sway their lithe branches so gracefully above it, the "Nest" of the gentle poetess seemed like a fairy home. Then Mount Rydal, on the slope of Nab Scar, where Wordsworth lived and died, claimed respectful notice. It was a paradisiacal spot, and near the house, Rydal Falls leaped, and danced, and sung in perfect abandon and loveliness on its way to Rydal Water. A rustic seat on a high rock, overshadowed by a tree, where Wordsworth used to sit, book in hand, invited us to alight and climb to it. Charming the little lakelet reflected the gorgeous drapery of the trees that fringed it, and the poet must have drunk in beauty with every inspiration. A little farther on, at Grasmere, lie his honored remains, and beside him rests Hartley Coleridge. Grasmere Lake, a beautiful sheet of water,

lies near the church-yard, and the murmur of a little stream, Green Head Ghyll, makes fitting music for the resting place of poets. Above, Helvellyn and Skiddaw keep watch and ward, and ever upon their summits the lights and shadows dance and glimmer.

At Ambleside, "the knoll" reminded us that in this lovely spot dwells Miss Martineau, full of years and wisdom. Passing the homes where once dwelt De Quincey and Coleridge, we wondered not that so many poets and eminent persons found delightful homes here, but that everybody does not covet a nook in this glorious lake district.

Our next ride covered an extent of forty-four miles, and Keswich was our halting place for dinner. Then we rode along the banks of Derwentwater, and alighted at Barrow Falls, a gem of beauty. Next, the water of the Falls of Lodore comes "splashing and dashing" through its narrow, rocky gorge, shut out from sunlight by umbrageous woods. Here upon the mossy rocks we sat in the sombre shade and enjoyed the foaming, sparkling beauty of the falls. Maiden hair and mosses, sprinkled by the shimmering spray of the dashing waters, flourish luxuriantly, and the feathery ferns attain their full perfection. With the eternal thunder of the torrent for company, we dreamed and wished we owned just such a solitude. Often in our rambles, we came upon these dashing mountain streams, sparkling in wondrous beauty, and certainly poets must have here found their visions of ideal life verified. It would seem as if common mortals, in this charming spot, might drink in inspiration, if beautiful, natural scenery could furnish the Divine afflatus. But we must on, so the "Bowder Stone" tempted us, and we rode to see a gigantic boulder, which had rolled from the mountains and rested, like an egg, upon its smaller end. We, who had played in our youthful days upon rocks as large and resting upon as uncertain bases, could not open our eyes as wide as the guides expected, but made amends by a full appreciation of the scenery on our route. Returning by another road, we rode entirely round Derwentwater, which nestles love-

ingly among its woods and flowers, like a drop of dew in a rose-bud. We passed Greta Hall where the author of *Thalaba* lived for many years, and alighted at Crosthwaite Church, to see his statue. Reclining peacefully in marble, Robert Southey honors that little church, and in the church-yard his grassy grave draws crowds of visitors. Our ride took us over part of an old Roman road, and we passed by Helvellyn and Skiddaw, in full view of Theilmer. I can not do justice to this charming lake and mountain country. It seemed more like a home for the fabled gods and goddesses, than the abode of mortals; but the climate is variable, rain falls easily and sunshine and shadow follow in such quick succession that no time is given to shivering dread. Before you perceive it, the sun is veiled, a misty shower falls noiselessly about you; though the verdure is inimitable and eternal green clothes the summer. Ferns grow everywhere, on gate-posts, in trunks of trees, by the sides of the road, and are multifarious in their varieties.

Every walk or drive we took, disclosed new charms, and I longed to spend a summer in the midst of such delightful scenery. In our travels we came upon no spot where nature and art had accomplished so much within such limited bounds. Nothing savagely grand, but everything beautifully picturesque. The houses are of stone, with heavy cornices, overhanging gables, weird looking turrets, queer old chimney-pots, and all draped with ivy; while window-ledges filled with flowers add to the harmony of the picture.

Sunday, August 1st, we left Windermere for Furness Abbey, and driving through the most romantic scenery to Newby Bridge, which crosses the Severn, we found the cars ready to start for Ulverston. At Ulverston we improved a short delay in railroad connections, by strolling off about two miles to see the old meeting house which George Fox built in 1688, and donated to his little flock of Friends. His old Bible, and two chairs that himself and wife used to occupy, are preserved with care. Some of the benches are still used, and, in a portion of the building, the old stone floor remains. The house is very

quaint and primitive in appearance. The ivy has crept over it, and so much has clustered about the old stone chimney, that it resembles a tower. Rather a queer freak to thus ornament a Friends' Meeting House. Returning to the station by a beautiful foot-path through the pastures, we passed his house, a large, comfortable, stone farm-house, with fine stone stables near. Our path wound through the woods, over a rustic bridge which crossed a purling stream, and we wondered if George looked, with eyes akin to ours, upon this charming spot.

Renewing our trip, in a few minutes we were landed within a few steps of the High Altar of Furness Abbey, in the valley of Nightshade. This magnificent ruin was founded by Stephen, in 1127, and was built of red sandstone, taken from the surrounding hills. Heads of himself and his Queen Maude, still ornament the walls. The fine hotel at the station occupies the site of the Abbots' palace, some of the walls remaining as of old. It seemed almost a desecration, to hear the shriek of the locomotive in that solemn spot, which for so many centuries had echoed only the triumphant Jubilate or awful De Profundis. The ruins are scattered over sixty-five acres, enclosed by hills. Here the Abbots defended their temporal as well as spiritual rights, if ruined towers, bastions and walls have any significance. Passing under the grand gateway, we stood where monks and priests had passed and repassed in ages long gone, and gazed upon the broken, roofless walls of chapter house, refectory, church, towers, and dormitories. Ivy, ferns, nightshade and lichens were clinging to the broken walls, creeping in and out of the sashless windows, hanging in festoons from cornices and images of saints, and clustering about the towers in picturesque beauty. A little stream tinkles through the grounds, which had mingled its murmurings with the music of the choir ages ago, and still keeps up its melancholy song of departed grandeur. The dead are there; and many a stone coffin exposed to view, shows how completely Cromwell performed his work of destruction. He spoke, and "the lamp of our Lady at Furness was extinguished forever." In the morning we climbed

the hills and found a grand out-look upon a world of beauty; then taking the cars for Glasgow, by the way of Penrith, we crossed the far-famed, treacherous Leven Sands, at the head of Morecambe Bay, and heard the distant ocean's roar, whose tidal waves sweep this waste twice every day. Resting a few hours at Penrith, on the Eamont river, we walked over the ruins of Penrith Castle, once the home of Richard, Duke of Gloster, afterwards Richard III., of England. We visited the magnificent palace and grounds of William, Earl of Lowther, member of Parliament; extending our drive to Brougham Castle and Hall, Arthur's Round Table, and halting to see a druidical stone, then took our seats for Glasgow.

THE TEACHER.*

So MUCH of the work, character, and reputation of a school depends upon the teacher, that it would be folly for us to shut our eyes to his existence, or refuse to recognize the necessity for his moulding influence. Indeed, the American school teacher is a power that is not to be despised. It is no wonder that the people, in some places, are beginning to think that there is something in the teacher more than the ability to teach "book-learning." Perhaps one reason of failure, either total or partial, in many who attempt to teach, is that they do not think enough about the nature of their work, and what qualities they should possess in order to pursue that work successfully.

Hence it seems proper that some attention should be given to the teacher's field of labor and its requirements. The teacher has a field of labor which certainly ranks among the very highest that can be found. While the minister labors to turn men from their evil ways, the teacher is laboring, or should labor, to make such pure and wholesome impressions, to awaken such elevated

* This paper was read as a class exercise by a member of the Normal class in the State University.—[ED.]

aspirations, that the young minds intrusted to his care will not only have no positive desires for evil, but that they may have an unfailing desire for everything that tends to make humanity happier, nobler, purer, better. In order that the teacher may be able to meet the requirements of his field of labor, it is necessary that he should have some preparation. One of the most important things which he can do to accomplish this, is to *study himself*, and endeavor to become what he would have his pupils be, for it is a law of our nature, that "We grow like what we contemplate." The teacher who is present with his pupils several hours each day, exercises some influence over them, whether he tries to do so or not. In short, the teacher's work is such as to *demand* that he make himself, as nearly as possible, "a perfect specimen of the highest type of manhood."

Since so much depends upon the teacher, his aims and hopes should be well defined and scrupulously well founded, so that he may be able to give proper reasons to those who oppose him, and thus frequently remove obstacles which, if not properly met, would do much harm. The aimless man is never a successful man. I think it safe to say that this declaration can hardly be applied anywhere with more propriety than to the school teacher. To control a school and keep everything moving so as to secure the best results, certainly is not an effect in harmony with aimless actions.

Hope has much influence upon the mind, and the teacher who aims high and hopes to succeed, will be certain to do something worthy of himself and his calling. There is a hidden power in hope that rouses us to earnest and efficient action, and makes labor more agreeable.

I think I shall never forget a young man who was my teacher for three months. Everybody liked him and I could not help it. When he came into the neighborhood he went to work as if he intended to do something. He met everybody with a smile, and, almost every day, somebody said something about his cheerful disposition, which, by the way, was coupled with such modest dignity as to make every one with whom he associated feel that

he had a *purpose*, and that it extended beyond the range of mathematical calculation in dollars and cents. He was not only kind and courteous in his manners in the school room, but it was also his delight to go out on the play-ground and *play*, especially with the little scholars; and I am inclined to think that much of the influence which he had over them was due to this fact. His reproofs for disobedience were so kind, and given with so much feeling of interest in the offender, that none dare oppose him. With all their lively sports he was always careful to allow nothing improper to make its appearance without a reproving look or word to check it in its very beginning. And when, a few months afterward, his students followed his lifeless form to its last resting-place, every breast heaved with unfeigned sorrow, and every eye was moistened with unbidden tears. The effects of his labors are living yet, and to him I look as the man whose influence induced me to take a higher view of life than I had before possessed. I scarcely *dreamed* of going to college, for everything appeared to stand in the way to keep me from going; but his hopeful spirit saw that the future would bring changes, and he said he was sure the time would come when I would have an opportunity to educate myself more thoroughly. He asked me to let nothing but impossibilities keep me from attending some institution of higher learning, and what I hardly dared then to hope for has become the reality of the present.

When we see others doing something noble, it is very easy for us to resolve to be like them, but it is not so easy to *do* like them.

It is to be hoped that all of us who have enjoyed the excellent instruction given to this class during the present year, will leave better than we came, that our abilities have been increased, and that we have received more definite ideas of the great work before us as teachers.

J. N—.

OUR LANGUAGE THE MEASURE OF OUR CULTURE.

[THE following is an extract from an address delivered before the teachers of the Evansville public schools by Mr. Willett, the Principal of the High School in that city. In that part of the address which preceded this extract, many forcible illustrations of the misuse of such adjectives as *awful*, *terrible*, *splendid*, etc., were given. The following extract relates to *Slang*.—ED.]

Again, quite as wide-spread as any of the faults referred to, and far more serious in the indications it gives of the mental and moral defects of those who indulge in it, is the use of slang. You must pardon me if I speak very plainly on this most important part of my subject.

"*I'll be dogoned*" if I will not "*make a clean breast*" of my "*sentiments*" on "*this yere matter*." "*Ten to one*" there may be some who think "*it's so awful cute*" to be "*everlastingly*" "*gassing*" slang, that will "*turn up their nose*," and, because they feel "*hit in a sore spot*," will try to "*get even*" with me by saying "*He's some' if Willett is not mistakened*." But I "*don't care a row of pins*" if the "*whole bilin'*" of you "*sour*" on me. "*I've got the pluck*" to "*jest give you a piece of my mind*," and you can "*like it or lump it*," as "*you take a notion*." If any of you should "*take mad*," and "*ache to give me fits*," "*why*," "*let her rip*," only please don't "*bust your biler*."

Well, now, to "*come to the p'int*," I'm "*up and down*," "*out and out*," "*forninced*" this "*cussed*" habit, and "*I'll be hanged*" if it isn't about time that every "*mother's son*," and daughter, "*for that matter*," whose "*head is level*," ought to "*come down on it like a thousand o' brick*" and "*bust it up*."

"*For why*?" Because, "*firstly*," "*yer real nip and tucker*" "*genuine upper ten*," "*no discount*," "*simon pure*" kind of folks, who, as "*talkists*, are a success," are "*dead set against it*," and are not known to "*jerk*" a slang expression "*once in a coon's age*." Secondly, because the whole congregation of "*rag-tag and bob-tailed*" "*spoon-eyes*," who haven't "*got it in 'em*" to "*git right up and git*"

in anything, and are "*too low for any use,*" are "*slopping over*" with slang "*the whole blessed time.*"

Which of these two classes do you want to "*tie to*"? Now don't "*get stuffy*" but "*acknowledge the corn*" and "*own up*" that I've "*got the dead wood on you*" in this argument, or else "*show your hand*" and "*trot out*" your objections. But if you feel that you are really "*floored,*" and are willing to "*throw up the sponge*" and say that I have you "*dead open and shut,*" I do hope, "*for conscience sake,*" that "*every last one*" in this "*ranche*" will do his "*level best*" to "*get shut*" of this "*pesky habit.*" And "*good gracious sakes alive*" don't "*go half way*" and say that you "*reckon*" you can "*risk one eye on it,*" but go the "*whole hog*" and "*dry it up*" entirely. "*That's what's the matter.*"

I feel, ladies and gentlemen, that you almost have a right to demand an apology, for my presuming to make use of such low language in your presence, even through so worthy a motive, as that we may see how deserving of our contempt it is. But though slang, like its parent, vice,

"—is a monster of such frightful mien,
That to be hated needs but to be seen,"

yet we are forced to admit that, like it, also,

"Too often seen, familiar with its face,
We first endure, then pity, then embrace."

For do we not know that all the expressions I have used, coarse and vulgar though they are, and hundreds of others like them, interlard the speech of all classes of society? But who does not also know that these expressions are the very *rags* of language, the *tattered, filthy rags* with which the base born minds of the brothel and cock-pit, the dram shop and upper galleries of the theater, do always clothe themselves—rags that well-meaning but unfortunate ignorance must, of necessity, wear.

Poor, poverty stricken souls! they have no better clothes. But is it possible for pure, high-toned, cultivated minds, to cast away the graceful garments of pure speech and wrap themselves in these rags? Nay, it is not possible. They can not do it. *They do not do it.*

The prevalence of slang only shows the prevalence of coarseness, and, in the man or woman that uses it, to that extent a lacking, not only in true mental culture, but in those essential moral and æsthetic qualities which are necessary to make the *true lady* and *gentleman*.

THE TEACHER—SUBJECTIVELY CONSIDERED.*

THE teacher, in virtue of his work, the relation he sustains, requires an active temperament in order to prevent idleness and impart vivacity of mind, quickness of perception, so essential in enabling him to awaken and develop the minds of his pupils. He needs large perceptive faculties, together with large eventuality, in order to give an abundance of facts, and pour a continued stream of information into their waiting minds; large language, to speak freely and well, to convey or give every shade of meaning; large comparison, fully to explain, expound, and enforce every thought by appropriate and copious illustrations; large human nature, to discover the respective character and disposition of each pupil, and to adapt instruction and government to their varied capacities and peculiarities, that is, "to know how to take them;" large causality, to give material for thought, explain causes and answer manifold questions, and to stimulate the inquiring faculty; good lungs, to endure much talking, if need be, to give force to his thoughts, fullness and sweetness to his enunciation; fairly developed friendship, to secure and keep the good will of parents and pupils; large philoprogenitiveness, to give that fondness for children which enables him to ingratiate himself into their affections; large benevolence, to impart genuine goodness, as well as thoroughly to interest him in promoting their welfare; large firmness, to give fixedness of purpose, fair self-esteem, to promote his

* This article was read as a recitation exercise by a member of the Normal Class in the State University.—[Ed.]

dignity and secure respect; fair combativeness, to ensure efficiency; large conscientiousness, to deal justly and cultivate in them the sentiments of right and truth; a fully developed moral faculty, to continually stimulate their higher moral feeling; large ideality, to render him polished and refined, in order that he may develop taste and propriety in his pupils. He needs a well developed and well balanced mind, the embodiment of all those characteristics.

No avocation, in our judgment, requires more talent or moral worth, than teaching. Then, the idea that any one is qualified to teach, who can read, write, or cipher, experience and the constitution of the mind squarely deny. Only the skillful, the perfect musician, can draw out the full, sweet tone from the instrument; so none but he who is, in all his faculties, perfect, can bring order and perfection out of the child mind.

OFFICIAL DEPARTMENT.

OFFICIAL VISITS.

A succession of duties has rendered it impracticable to do much at county visiting since the 15th of May. The Commencement Exercises of the Normal School on the 23d, and of the State University on the 30th, the College and Superintendents' Association on the 7th and 8th of July, and other educational calls, will continue to interfere with my official county visits until near the middle of July, when the work will be resumed with a view to its completion. About twenty five counties remain to be visited.

On the 6th of June I had the pleasure of meeting with a part of the Board of Trustees of the Vincennes University in

KNOX COUNTY.

This Institution was incorporated in 1807, during the Territorial Government. Its charter provides for *lotteries* to increase its funds. Indians as well as whites are to be admitted into its classes. A township of superior land was given for its support. It had a doubtful existence at the time of the incorporation of the State University at Bloomington, and its lands were sold and their proceeds given to the latter, by order of the State. About the year 1845 suit was brought by the Vincennes University for the recovery of its funds, and judgment was obtained for \$60,000. Their attorney retained *half* for his services, and suit was brought against him. These litigations cost the University much, and now it can realize only about \$2500 annually for its support. It has to be sustained mainly by rate bills, and with a view to greater public benefit, its friends desire to see it at the head of the city graded schools, and make a fitting finish to a first-class city graded school system, which in its several departments shall be equally open to all, and in which tuition shall be *free*.

The city schools, however, seem to be in no satisfactory condition to dovetail to. Three of their teachers are licensed and employed without legal examination; two of them are teaching an orphan asylum, which in its educational gradation is complete within itself, its inmates not being transferable to higher grades elsewhere. Their course of study does not comprehend more than the ordinary common school course of the eight branches required by law.

Vincennes is a city of about eight thousand inhabitants. Its taxables are valued at about \$2,500,000. The county has received during the past year by apportionment \$3,338 68 from the State more for the education of its children than they have paid to the State. They do not levy tax for tuition.

They can, almost without cost, by blending and directing properly their capabilities, have one of the best systems of instruction in the State. The physical resources around, and her beautiful radiation of railroads, ought to admonish her that wealth and educated labor must live together. I had a fair and attentive audience on the evening of the 7th.

POSEY COUNTY

is one of the most beautiful as well as most fertile in the State. I had a very interesting interview with the Township Trustees on the 10th. The educational work, under the official management of Examiner Campbell, is evidently on the advance. He and the Trustees are united in favor of higher grades of certificates, and in employing teachers on their grades. The best qualified will have a proper comparative value attached to their qualifications, and inferior ones will feel an incentive to rise above their grades. The schools have been conducted the past year with but little to disturb their harmony.

The schools of Mt. Vernon closed on the day of my arrival. I was unable to see them in their ordinary work. They are under the management of Superintendent Snoko. All speak well of his efficiency. I found in one room an animated German class, under the instruction of a native German teacher. In another room I found a class of twelve or fifteen Israelites receiving private instruction in German and Hebrew. The class was of both sexes, and could read both languages as well as English, readily. No colored school for want of a teacher. I had the variety of an old fashioned stage ride from Evansville to Mt. Vernon, and returned by mail boat.

On the morning of the 13th I had the pleasure of witnessing some of the closing oral examinations of the public schools of Evansville. I could only be present one hour. I could discover that order, accuracy and neatness not only marked the class drill but pervaded the building and entire grounds. Where there is a *will* there will be a *way* to keep everything in good order. Shade, shrubbery, flowers, and clean, neat walks do not cost money, but are the effect of *good will*. I have often blushed in my visits at the pencil marks on the walls, the dirty floors, neglected grounds, repulsive sentiments in chalk and pencil, all the surroundings that are to give tone to the moral sentiment of the sons and *daughters* that are to be educated there. Trustees, teachers and citizens should look well to these things. It is as important to have an attractive school as an attractive home. There should be as much inspiration there as anywhere else. We can make them much better than they are.

INDIANAPOLIS INSTITUTE,

A First-Class Seminary for Young Ladies, corner of Pennsylvania and Michigan streets.

This Institution is under the Presidency of Dr. Henry Day. He has an able corps of teachers, and its present condition gives assurance of its future success. It is under the general care of the Baptist church. I had the pleasure of making it a short visit a few days ago, and making to the young ladies a brief address. Their course of study is full, and the aggregate expense per session, including board, is about eighty-five dollars.

ST. JOHN'S AND SISTERS OF PROVIDENCE SCHOOLS,
Corner of Illinois and Georgia streets—*Catholic*.

The first of these is under the superintendence of Bro. Athanasius. Bro. Aloysius is its Principal. He is assisted by Bros. Stephen, Martin, Alexius, and Athanasius. About two hundred and fifty children are here instructed in a liberal English course, French and German. It is designed only for the poor. Near by is the

"SISTERS OF PROVIDENCE"

Institute, under the general management of Sister Ann Cecelia. She has for her associates Sisters St. Clement, Agatha, Marcelline, Mary Alexis, and Raymond. Their course reaches Philosophy, History, Astronomy, Physiology, Botany, German, French and Latin. My visit occurred when many were absent. Near one hundred of all grades were present. I am unable to speak of the comparative efficiency of their instruction, since my brief visit did not enable me to hear recitations.

In this connection I ought to speak of my visit to the

ORPHAN ASYLUM,

in Vincennes. About one hundred and twenty orphan girls are here taught in Spelling, Reading, Penmanship, and the rudiments of Arithmetic, Geography, and English Grammar. I admired the neatness of every department of the building and the general good order. If their teachers could have the benefit of our Normal School, their methods of teaching might be improved. Sister St. Felix has the general management of the Institution. The devotion of these people to their work merits much commendation.

The Catholic educational work is conducted by religious orders entirely independent of each other. Each has its own system, special object, and place of operation. The Sisters are as independent and distinctive as the Brothers. All their financial matters are conducted by themselves. These Sisterhoods and Brotherhoods have their heads either in Europe or America.

INDIANAPOLIS TRAINING SCHOOL.

This Institution, under the efficient management of Amanda P. Funnelle, has graduated nine young ladies the present year: Kate H. Turner, Kate L. Robson, Kate A. Huron, Mary Keene, Ottie King, Mary C. Commone, Henrietta Schrage, Maggie Hamilton, and Emma E. Jordan. The evidence of their examination gives of thoroughness in their knowledge of methods of instruction, as well as of the subjects to be taught, will warrant the assurance that they will enter upon the work of their choice with flattering prospects of success.

EXAMINERS' REPORTS.

I would like for Examiners to keep in mind that it is desirable to have a clear but brief statement of the educational condition of their several counties, appropriate for insertion in my next report to the Legislature. These reports should embrace such matters of general interest as will present the educational spirit and condition of the county.

TEACHERS' NORMAL SESSION AT TERRE HAUTE.

It is hoped that as many Examiners and teachers as can do so will be in attendance at the Normal School Session, beginning on the 13th of July and closing the 10th of August. An opportunity will there be given for learning the best methods of school government, drill, gradation of study, management of Institutes, etc. Teachers who desire to hold or secure desirable places can afford to be at some expense in advance, to *avoid risks*. The standard of education is constantly rising, and many who content themselves with their present theory and practice may sometime regret that they did not anticipate correctly the true art of success.

THE EXAMINERS' CONVENTION

Will commence at 7:30 on the evening of the second of August, at the Normal School. It is hoped County Examiners will generally be present, and present to the convention for consideration such questions as they deem of importance to be considered. Persons attending either the Teachers' Normal Session or the Examiners' Convention, and paying full fare there, will be returned free on all the roads west of Indianapolis, and on the Peru, Jeffersonville and Madison, and probably several others.

COUNTY INSTITUTES.

The summer vacations have arrived. It is the time for Institutes. It always gives me pleasure to attend them. When I am timely advised of their occurrence I plan my visits to reach as many as I can. I shall feel under obligations for any information on this subject that may be sent to my office.

Our book-agents having received orders to report to headquarters and be relieved, much efficient Institute aid will be lost to the State, and other help must be sought. Sarah Morrison, of this place, a teacher of much experience and ability, and a graduate of our State University, may probably be secured by timely application. Her terms can be known by correspondence.

B. C. HOBBS,

Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

THE editors have decided not to issue an August number of the JOURNAL AND TEACHER. The junior editor has gone on a trip to Europe, designing to remain until September, and the senior editor desires to be absent from the State two or three weeks, just at time of preparing the August number. Added to this, both being teachers, a full vacation such as is common to the profession, will be agreeable. Double the usual quantity of matter was given in the February number, and the September number will be above medium size, thus making fully the usual amount of matter for the year. It is therefore hoped that our readers will not object to the omission named.

As the Legislature of Indiana has not felt authorized to pass a strong "prohibitory liquor law," we propose, if they can go no farther, that they take the matter in homeopathic doses. We propose that they pass a law prohibiting the sale of intoxicating liquors within *three miles* of any college or other chartered institution of learning. We would defend this action on the ground of education and humanity. A few bright spots would thus be created in the wastes of intemperance. So bright, prosperous and pure would these places become, that they would do much to convince the unbelieving. What risk does every father run in sending his son with loose temperance principles, to college, where "doggeries" stand open in every street to lure him to ruin. The sad story of many a promising young man eloquently but mournfully declares the danger. Many a father declines to take this risk, consequently keeps his son at home, thus depriving a promising youth of the coveted boon of a liberal education. Therefore, if we can get no more in the way of prohibition, let us have the little here proposed. Intemperance is affecting every college in Indiana, and we suppose in every State in the Union.

EDUCATION AND A LIVING.

A good general usually has two or three lines of defence between him and final defeat. If driven from his present position he falls back to his first line of defence. Here he rallies his forces and stays defeat, possibly wins a victory. So, every properly educated man should have a line of defence to retreat to. If his line of battle is one of the learned professions, as law, medicine, or teaching, let him put behind it, as a line of defence, a good

trade, or a knowledge of agriculture, horticulture, or of book keeping and accounts, or telegraphy, or the like. If defeat threatens him in the first line, he can retreat in safety to the second.

How it saves a man from "fear and trembling," and sometimes from hypocrisy and sycophancy, to know that when failure threatens in the law or medicine, he can make a living by driving an engine, building houses, keeping accounts, or holding a plow. Conscious of ability to procure a support, he need not cringe or fear. He feels his independence and dares assert it. His manhood is at par, and he may keep it so.

Lank poverty is enough to make "cowards of us all." All are liable to feel this, but the man trained to but one pursuit is most liable. The battle of life must be fought out on that line, by means fair or foul, through weal or woe. He has no safe line of defence to fall back on.

Our conclusion then is, that every man's education should aid him in making a *living*. More, it should look to this as one of its first objects in order of time, not in order of importance. Up to the point that our necessary physical wants are met, but little can be done in the higher culture of intellect or morals. The intellect works badly over a fast too long protracted, whether self-imposed or necessitated. Nice moral distinctions are not easily drawn with a constable's writ suspended before your eyes.

We are aware that this system of educating leads straight into the *practical*, a thing utterly tabooed by certain theorists. They assume a kind of stoical obliviousness to the practical, saying, pursue knowledge for its own sake, irrespective of utilities or inutilities. Hence, if a man's tastes lead him into the history of Heraldry, or Alchemy, or into the rubbish of exploded theories, or dead mythologies, their theory says, let him go. If upbraided for his folly, his answer would be, I have nothing to do with making a living, I am pursuing knowledge for its own sake. This would be his motto, though like poor Poe, he should at times depend on the charity of friends for subsistence; or like poorer Goldsmith, he should be sent to prison to satisfy an unpaid rent bill.

Let each, therefore, so educate himself as to help first to a living, and after, if tastes and talents favor, let him, if he wills, waste his powers on out-of-the-way knowledge. But wiser and better, let him pursue truth for truth and humanity's sake,—his motto being, *My education has done good to me, it shall now do good to others*. Let him ever say, *Utile cum dulce*.

INSTITUTES.

The Institute season being near at hand, a suggestion or two may be of value. 1. Institutes should be made so nearly as possible without cost to the teachers. In order to this, the Examiner should receive his pay from the same source as his pay for other services. The law clearly allows this. An Examiner who manages properly can make the Institute free to the teachers, except when he procures help from a distance. The expenses will as a matter of course, increase in proportion to the amount of such help, distance traveled, etc.

2. Where an Examiner has no experience in managing Institutes, it is far better to secure an experienced man as superintendent, or conductor. If this man is a resident of our own State, and usually there is no need of going to other States, his services can generally be procured for the money appropriated by law for the support of the Institute. An experienced and skillful superintendent is indispensable to the efficiency of an Institute. An inexperienced, wordy man, who cannot follow a programme, and who cannot have a recess or an adjournment without a formal motion and perhaps debate, will kill an Institute as certainly as water kills fire. A good superintendent, besides keeping the general machine in order and in motion, should do a large portion of the teaching, usually not less than half. This will reduce expenses, and often increase efficiency.

3. In counties in which Institutes have been held for several consecutive years, it is desirable that some advanced studies be taken; as Physiology, History of the United States, Book keeping, Botany, Rhetoric, and the like; especially should there be an advance to higher grades in the primary studies. Teachers grow weary of repeated drills in the primary rules of arithmetic and grammar, and in primary spelling and reading. These are important, but other things are important also.

4. Time should be allowed, five to ten minutes, at the close of each recitation or lecture, for questions and suggestions. Many times plans are presented imperfectly, leaving erroneous inferences, sometimes suggesting grave objections, hence time for question should be allowed. Additional, it gives time for various members of the Institute to express their views, a not unpalatable privilege to general human nature. Few persons desire to sit and be *talked at* for a week, never having an opportunity of uttering a word. We all feel more interest in any institution in which we have taken stock. A little talk usually makes us stockholders in an Institute. Added to this, an hour or two should be appropriated to the discussion of a practical subject in which all can engage. An evening is a very appropriate time for this exercise.

5 And last, a programme of exercises should be provided on the first day, and adhered to as nearly as possible throughout the session. This gives system and promotes dispatch. Consequent upon this, the regular order should not be broken to make a place for any and every visitor and every "Professor" who comes with the latest hobby. It is unjust to the teachers to take their precious time while some glib-tongued agent parades his private interests, or the interests of the house or firm he represents.

Having superintended Institutes more or less every year from '58 to '65, we base these suggestions chiefly on experience. Hoping these suggestions may be of value wherever applicable, and further hoping that they may be harmless wherever inapplicable, they are respectfully submitted.

THE STATE NORMAL SCHOOL.

We now have, nearly completed, one of the finest Normal School buildings in the United States. We have reason to be proud of it. But the building alone will not make the school. Whether we shall have a school that we can justly be proud of, lies with the Normal School Board to determine. We have been looking forward with high hopes—we have been expecting grand results; but our confidence has been shaken. The Board seems to have taken a course which, if persisted in, will ruin any institution.

This Board is composed of five good men—good business men—men of high standing; but unfortunately for them and for the public, a majority of them are not practical school men. Their *general* ideas of educational matters are good, but they know nothing of the *minutiae*. While the building was in the process of erection—while to get and to expend money were the things of prime importance, then we needed a majority of business men on the Board, but now that the building is about completed, and the school is the prime thing, we need educational men. This is saying nothing for or against either class. It is only stating a common-sense fact—that men who devote their lives to a thing are expected to know more about it than those who take it up incidentally. Some of the members of the Board seem to be very much in the fog as to what a *normal* school is. They do not seem to recognize the fact that the *prime* object of such a school is *to teach teachers how to teach*. They do not seem to know that the country is full of High Schools, Academies, and Colleges that furnish good academic instruction, and that the special work of a normal school is to teach the best methods of *imparting* instruction, and of conducting and controlling schools.

Did they fully comprehend these facts they would not elect a man to a professorship who was only a third or fourth rate teacher merely because he understood the branches he taught and could manufacture apparatus. They would know that he lacked the most essential characteristic of a good normal school teacher. They would not elect a lady Principal and keep her there, merely because she is a woman of fine culture and good influence when it is known, and she herself insists that she knows nothing at all of normal teaching and has offered her resignation, feeling that she could not do what was expected of her. They would not thus appropriate twelve hundred dollars of the public money when it is so much needed to procure first-class teachers.

One of the prominent members would not spend half an hour in advocating the claims of an old fossilized pedagogue, who is at least forty years behind the times, merely on the ground of personal friendship and a pile of "Recommendations" prepared for the occasion.

And we would take this occasion to say that those who are applicants for such places are usually incompetent persons. Our best teachers are not place hunters. They would not disregard the recommendations of the President of the school, and reject a man who is a fine scholar—a graduate of one of the leading Eastern colleges—a graduate of a first-class Normal School, and an experienced and eminently successful teacher, and give the place to a man who is only a medium scholar, who has never spent a day in

a Normal School, either as a teacher or a pupil, and who is only a second or third rate teacher, on the ground that he belongs to a certain church that "must be represented in the Faculty." Yet this was done at the Board's last meeting. We look upon this as an outrage upon our free institutions, as an insult to our common sense, a swindle against our ten thousand teachers that are expected to be influenced either directly or indirectly by this institution, and as a fraud upon the children who are to receive instruction from these teachers. We have no language to express our profound contempt for such a course. What in the name of common *half-sense* has church connections to do with a State school? A church that would ask what individuals have asked in the name of church, ought to be swept from the land as an enemy to our free institutions.

The Board should know no church and no political party in the selection of teachers. They should select teachers with reference to their fitness for the places they are expected to fill, and fitness alone should be the only test.

Mr. W. A. Jones, the President of the School, is a good man. If he is given good assistants he will make the school a great success. B.

IN MEMORIAM.

On the death of Ella P. Coffin, one of the teachers in the Indianapolis schools, the following resolutions were adopted by the teachers :

Since it hath pleased our Heavenly Father to remove our beloved friend and fellow teacher, Ella P. Coffin, in the morning of her usefulness, therefore—

Resolved, 1. That we publicly express our affection and respect for the memory of the departed, whose excellence and purity of character had endeared her to us in an unusual degree.

2. That in her early death we mourn with unfeigned sorrow the loss of a trusted and loved associate.

3. That the schools of the city by her death are deprived of one of their most faithful and efficient teachers.

4. That in the fond attachment of her pupils, we recognize in her that warmth of heart, generosity of nature, and cheerfulness of spirit which made her as a friend so estimable, and as a teacher so beloved.

5. That we extend to the deeply bereaved family of the deceased our warmest sympathy and commend them to the All-wise and loving Father for that consolation which we can not give.

6. That, in consideration of our high regard for the departed as a friend and fellow teacher, we ask of her family the privilege of erecting over her grave a suitable monument to her memory.

7. That a copy of these resolutions be presented to her afflicted family, and also that a copy be furnished, for publication, to the city papers, and also to the *INDIANA SCHOOL JOURNAL AND TEACHER* and *Little Chief*.

After the adoption of these resolution, Professor Shortridge and Professor Loomis spoke feelingly and earnestly of her private and professional devotion to duty, and her zeal and ability in her work. Mr. Button read a well prepared paper delicately eulogistic, and tenderly expressive of the professional friendship existing between the deceased and her fellow laborers.

Thus one by one the workers fall, leaving work and going to reward. The departure of many fallen, have we chronicled in our editorial experience of eight years. This is a sad but pleasing memory. Sad, because they are gone, but pleasing because they fell at their posts and were *prepared*. Thus it will soon be with all. Thanks, that though the workers fall, the work goes on.

HEALTH OF SCHOOL CHILDREN.

The Medical College of Middlesex, Massachusetts, having for a long time considered the influence of public schools on the health of children. authorized the publication of the following facts as the opinion of its members :

1. No child shall be allowed to attend school before the beginning of its sixth year;
2. The duration of daily attendance—including the time given to recess and physical exercise—should not exceed four and a half hours for the primary schools; five and a half for other schools.
3. There should be no study required out of school—unless at High School; and this should not exceed one hour.
4. Recess-time should be devoted to play outside of the school-room—unless during stormy weather—and as this time rightly belongs to the pupils, they should not be deprived of it except for serious offences; and those who are not deprived of it should not be allowed to spend it in study; no child should ever be confined to the school-room during an entire session. The minimum of recess time should be fifteen minutes each session, and in primary schools there should be more than one recess in each session.
5. Physical exercise should be used in schools to prevent nervous and muscular fatigue and to relieve monotony, but not as muscular training. It should be practiced by both teacher and children in every hour not broken by recess, and should be broken by exercise, recess or singing.
6. Ventilation should be amply provided for by other means than by open windows, though these should be used in addition to special means during recess and exercise time.
7. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in primary schools the slate should be used more and the books less; and the instruction should be given as much as possible on the principle of "object teaching."

SPECIAL TERM OF THE NORMAL SCHOOL.

At the last meeting of the State Board of Education, a resolution was passed by that body, to the effect that the Trustees of the State Normal School be requested to cause a special term to be held in July and August, for the benefit of teachers who are regularly employed during the year, and of those who teach a part of the year, and who can not make it convenient to attend through a regular term of the school.

In compliance with that request, the Trustees of the Normal School have directed the *faculty* to hold a term of *four weeks*, beginning July 13th, and closing August 10th.

Classes will be formed in the branches required to be taught in the public schools, and the exercises will consist in a study of those branches, and in recitations illustrative of the methods of teaching them as practiced in the Normal School.

Special attention will be given to methods of *primary instruction*.

A course of lectures on Hygiene will be given, and also a course on the Philosophy of Education, and on the organization, classification, and general management of schools.

Teachers are requested to bring with them M'Guffey's Third and Fifth Readers, a copy of any standard arithmetic, a geography, and Webster's or Worcester's dictionary.

Some of the prominent educators of the State have been invited to deliver lectures on subjects of interest to the teachers.

Col. R. W. Thompson has consented to deliver a course of lectures on the Constitution of the United States

Efforts will be made to obtain board at reduced rates for teachers attending the school.

The instruction will be free.

The officers of several of the important railroads in the State have generously promised that those who pay full fare over their roads on coming to the school, shall be returned free.

Teachers on arriving at Terre Haute, are requested to report at the Normal School Building.

By order of the Board.

Terre Haute, Ind., June 1, 1870.

WM. A. JONES,

President of the Faculty.

LADIES IN TEACHERS' INSTITUTES.

As the season of leisure approaches, it is time that those who have in charge the preparation of Teachers' Institutes should select those who shall conduct them. It is very probable that there will be a scarcity of workers for this field since so many of those who have heretofore generously assisted to carry it on will now be withdrawn, and on this account it would be well to make early preparation.

While the greater number of those who attend institutes are ladies, there have been few who have been employed to lecture or give instruction. This ought not to be, for there are ladies who are as well fitted to fill positions in the management and instruction of institutes as in the school-room. It is time that the teachers avail themselves of the teaching talents and skill of lady teachers, since many of them are our most efficient school room workers.

To those who wish helpers of this kind I would suggest that they procure the services of Miss Sarah P. Morrison, of Indianapolis. Miss Morrison is a

graduate of several institutions, the last of which was the Indiana State University, being the first and only lady who has taken the honors of that institution. She entered then as the pioneer of her sex and is admirably fitted to inspire others with her enthusiasm. She is also a successful teacher. In the month of March she was invited to address an institute in Mt. Vernon, Posey county, which she did with great acceptance. Her theme was, "The girl I wish to see in the State University." If our lady teachers generally could meet Miss Morrison in the Institutes of this summer and fall, many of them would receive an inspiration that would lead them to make the same efforts she has made to secure a liberal culture. G.

[With pleasure we add that Miss Morrison is a superior scholar and an accomplished lady.—Ed.]

OUR associate, Prof. W. A. Bell, sailed for Europe on the 18th ult. He expects to spend two and a half months. He is a good observer and will glean many facts of interest, and will doubtless acquaint our readers through the columns of the JOURNAL, with some of his *seeings*. Our best wishes, and doubtless the same from many teachers of the State, go with him, hoping he may have a pleasant and prosperous trip, and may return in health, a *younger bachelor* than when he left.

Mr. W. H. Hobbs will have charge of the business matter of the JOURNAL in his absence. Letters pertaining to advertising, subscriptions, specimen copies, changes of address, etc., directed as usual, to the editor at Indianapolis, will be promptly attended to. Letters pertaining to the editorial department should be sent to G. W. Hoss, Bloomington, Ind.

ERRATA, IN JUNE NUMBER.—Page 269, 13th line from foot, for $qd \div 1$ divided by 10, read qd plus 1 divided by 10. Page 269, 10th line from foot, for $(3 \times 13) \div 1$ divided by 10, read (3×13) plus 1 divided by 10. Page 270, 12th line from top, for g read q . Page 270, 17th line from top, for q divided by $(qd \div 1) - 1$, read q divided by $(qd$ plus 1) $- 1$.

WE hear favorable reports from the Wabash schools. During the month of April, with an enrollment of 488, there were only twenty-one cases of tardiness. Two rooms had none, and two others had only one case each.

This is good; who can beat it. Pleasant Bond is Superintendent.

EXAMINERS and other persons who expect to hold Institutes, are requested to send us the time and place of such meetings, that we may furnish them specimen copies of the JOURNAL AND TEACHER.

DEPARTMENT OF PUBLIC INSTRUCTION,
OFFICE OF SUPERINTENDENT.*Indianapolis, June 1st, 1870.**To County Examiners and Teachers, of the State:*

At a meeting of the State Board of Education in April, a resolution was unanimously passed, requesting the Normal School Board to make provision for a Teachers' Normal Session, to be held and managed by the Faculty of the Institution during July and August, for the benefit of such teachers as are regularly employed.

The Normal School Trustees and the Faculty of the Institution have concurred in the proposal, and the Board has ordered such a term to be opened on the 13th of July, and continue four weeks, ending on the 10th of August.

The subscribers were appointed a committee by the State Board of Education to ask your hearty coöperation in securing a full attendance from the several counties of the State. It is desired by this means to acquaint the teachers of the State practically with the best methods of school government and instruction. It is hoped the knowledge they will there gain, may at once enhance the value of their educational work in their respective fields of labor. Tuition will be free.

A desire having been expressed by many School Examiners, that a Convention may be held at the State Normal School, during the progress of the Teachers' Normal Session above referred to, in response to a suggestion by the State Board of Education, a call for an Examiners' Convention has been made, to be opened on the evening of the 2d of August, at 7:30, and continue two days or longer, should the Convention so determine. It is hoped that Examiners will thus become familiar with each others' work; agree upon such emendations as are important to be made in our school laws, and discover the most effective way by which Teachers' Institutes may be made of the greatest practical advantage. Other matters of general interest will be had under consideration.

Arrangements have been made by which persons attending the Teachers' Normal session, and the Examiners' Convention, will be returned free, who pay full fare over the Terre Haute and Indianapolis, the Indianapolis and St. Louis, the Evansville and Crawfordsville, the Jeffersonville, Madison and Louisville, the Peru, and the Cincinnati Junction Rail Roads. Other Roads have not been heard from; it is expected that most or all of them will offer like terms. Arrangements will be made to secure favorable accommodations for board at Terre Haute.

Respectfully,

CONRAD BAKER, Governor.

B. C. HOBBS, *Sup't Public Instruction.*

ONE hundred and thirty-three thousand dollars were recently recovered to the School Fund. This money was loaned from the Sinking Fund in 1864, to A. J. Lyons & Co., of New York. The recovery was made through suit instituted by the State Auditor.

FROM Rev. C. Martindale, Agent of the State Temperance Alliance, we learn that about 2,500 children in the public schools in different parts of the State, have taken the temperance and anti-tobacco pledges.

THE *Terre Haute Express* gives a glowing account of the *Picnic* of the Public Schools. Among the various mottoes on the badges was one highly complimentary to the Superintendent and one of the teachers. It read: "Praise be to Wiley. Long live Byers." Brethren, be thankful, and do your duty.

IN the May apportionment of tuition revenue by the Superintendent of Public Instruction, \$1,232,561 were distributed for payment of teachers next year. This gives two dollars to each child of school age in the State.

THE Catalogue of the State University for the year just closing shows an enrollment of 279 students.

THE Morgan County Institute opens August 22, at Martinsville.

SOME persons flatter themselves with the belief that they have forsaken their passions, when in fact their passions have forsaken them. 'Tis no virtue to cease indulgence in passion when passion is dead.

SAYS Quintilian, young folks think old folks to be fools, but old folks know young ones to be so.

DO THE things that lie next to you, and remoter ones will seem nearer as the intervening space is cleared away.

SOME people, though poor accountants, are excellent book-keepers. If they borrow a book, they keep it forever, unless sent for.

ALL MEN think all men mortal but themselves.—*Young*.

ABROAD.

—Victor Hugo's income last year was estimated at \$30,000.

—It is estimated that over one hundred young ladies in the United States are studying law.

—William B. Rogers, President of the Massachusetts Institute of Technology, has been obliged to resign on account of bad health.

—The Legislature of Colorado Territory has passed a law creating a system of common schools, and providing for the election of a Territorial Superintendent.

—Kansas is to have a second Normal School. It is to be located at Leavenworth. The City School Board donate to the State one of the school buildings, estimated to be worth \$80,000. The school is to open this fall.

—Mrs. Emma Willard, of New York, died in April, at the advanced age of eighty-four. She was an author of note in school literature. She was the founder of the Troy Female Seminary, which has ranked among the first schools for young ladies for over forty years.

—A bill has passed the lower House of the Legislature in Missouri, proposing an amendment to the Constitution, allowing women to vote in school matters; also prohibiting school officers from discriminating against sex in wages—and the Senate has passed a bill prohibiting the appropriation of public school funds to church purposes.

—The Cambridge School Board, Massachusetts, has repealed the law prohibiting corporal punishment in the schools. The experiment of non-corporal punishment has been carefully and intelligently tried for nearly two years, and found to be wanting. This experiment will go far toward correcting the morbid sensitiveness concerning corporal punishment.

—The telegraph announced that the death of the celebrated Charles Dickens, of England, occurred on the 9th ult. The disease was paralysis, and came almost without premonition, no sign of ailment being apparent until the day before his death.

Mr. D. was born in 1812, and, like Shakspeare, he grew up with but limited education, and, like him, he wrote from the varied and exhaustless resources of his own mind. And since the days of Shakspeare, perhaps no man of English blood and tongue possessed so rich a dramatic genius. But remarks are useless; the world knows Charles Dickens, will long remember him, and will not soon look upon his like again.

BOOK TABLE.

MAN AND NATURE, or Physical Geography as Modified by Human Action. By George P. Marsh. New York: Charles Scribner & Co. 8vo., pp. 577.

As indicated by the title, this work discusses the power of man over nature, showing the benefits and evils of the changes wrought by him. It shows man's power over the vegetable and animal species, modes of transportation, of extermination, of modification, etc.; the utility and inutility of changes; the effect of forests upon humidity, temperature, health, fertility of soil, etc.; man's power over the waters of rivers, lakes, marshes and seas, etc.; and the consequences of these changes upon commerce, agriculture, manufactures, and general wealth, and the well being of man.

Such is an indication of this valuable and interesting work. No one with liberal culture can fail to feel an interest in the subjects here discussed. It is an exposition of man's capabilities to fulfil the original and first command to man by his Creator, namely, after the injunction to multiply and replenish the earth: "Subdue it, and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth." No one can read this book without being better and wiser.

THE TEMPERANCE BIBLE COMMENTARY; giving at one view, version, criticism and exposition in regard to all passages of Holy Writ bearing on wine and strong drink, or illustrating the principles of the temperance reformation. By Dr. Frederick Richard Lees, F. S. A. New York: Sheldon & Co. and J. N. Stevens. 8vo., pp. 469.

This is a scholarly book. It goes far toward the destruction of that pernicious doctrine that the Bible sanctions "wine drinking" as a beverage. Every minister in the land should read this book, and expound certain texts relating to wine to his congregation. If this work could be generally read by church members, or even by ministers, it would destroy much of the apathy in the church touching temperance. We are fully aware that temperance is not religion, but, on the other hand, we are fully persuaded that there can be no vital godliness with habitual intemperance. *No drunkard shall inherit the kingdom of God*, says the Divine Record. This book ably expounds and enforces this doctrine.

THE BIBLE AND THE SCHOOL FUND is a pamphlet of 127 pages, by Rufus W. Clark, D. D.

If any one wishes to be convinced of the iniquitous purposes of the Catholics in their demands for the exclusion of the Bible from the public schools, and for a distribution of the School Fund, all he has to do is to read this work. Every school officer and teacher who is in doubt on this question should read this pamphlet. It can be obtained through the mail by addressing Lee & Shepard, of Boston, Mass., and inclosing 10 cts.

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ANDERSON'S COMMON SCHOOL HISTORY OF THE UNITED STATES is one of the best little histories we have seen. Its size, style, arrangement, and selection of matter, all recommend it. It is published by Maynard & Clark, New York.

THE "PARADISE OF CHILDHOOD" ought to be in the hands of every primary teacher in the country. The first three parts are almost indispensable to teachers of Inventive Drawing. Published by Milton Bradley & Co., Springfield, Mass.

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Indiana School Journal and Teacher.

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No. 9.

SOME OF THE MEANS OF PRESERVING THE HEALTH OF COLLEGE STUDENTS.

W

BY PROFESSOR R. T. BROWN.

TO SAY that no satisfactory progress can be made in any work, physical or intellectual, without good health, is to utter a truism which has been repeated until it has become trite. But observation proves that this complaint of failing health comes more frequently from students than from most other classes of the community. This is generally regarded as the result of mental labor, and therefore brain work has come to be looked on as unfavorable to good health. That this conclusion is founded in error, is, to my mind apparent both from observation of facts and from physiological considerations. There are other causes in operation, amply sufficient to account for the feeble and undeveloped physique, and often failing health of so many of our college graduates.

First in this category lies inattention to the change of activities consequent on entering student life. This is perhaps less apparent in the eastern colleges than with us. There, most of the students reach the college classes by regular steps from the common schools by the high school and academy, so that almost from infancy the life is student life, and the transition to the college classes is scarcely felt. With our western students this is generally very different. An interval of several years usually intervenes between the high school and the college, and these years are commonly spent in vigorous muscular

labor. From habits thus formed, to the confinement of the study room, is a transition that cannot be carelessly made without serious injury to the health. But with proper care at this point, our western habit of an interval of active life, running over a period of four or five years in youth, is greatly conducive to a vigorous constitution, in strong contrast with the hot house plants—the pale abortions of the eastern colleges. But the transition from active, out-door muscular labor to the confinement of a study room, is a critical one, and demands more attention than it has hitherto received, both from students and teachers. The student, fresh from the field or workshop, brings to his new field of labor his commendable habits of industry, and goes to his books as he went to his plow or his shop, to make a day's work, without knowing that an untrained brain cannot labor with full force much beyond an hour, without rest, and not greatly impair its efficiency at the time, and ultimately ruin the nervous system, the source of all the vital functions. In the early months of college life, the student should make an interval of active exercise at the end of each hour of study. This need not be continued more than fifteen minutes if it be energetically executed. The kind of exercise must be determined by the convenience of the student; only let it call into active play the muscular system generally so as to work off the accumulated motor force of the nervous system, and relieve the mental machinery from its disturbing presence. This exercise, if at all practicable, should be in the open air and under circumstances to entirely divert the mind from its task. As the habit of study is formed, gradually the intervals of exercise and mental rest may be removed further apart, but must not be wholly abandoned at any time. It was said of Napoleon the great, that he could endure ten consecutive hours of close mental labor without impairing the force and activity of his mind; and the great German naturalist, Humboldt, is said to have frequently sat twelve hours in unremittant labor at his writing desk; but these are exceptional cases, and will serve no good purpose as examples for common mortals. Temperament, sex, age and

habits of life, so modify this matter that no given number of hours can be fixed as the rule of study and exercise.

Nervous and sanguine temperaments bear protracted mental effort badly. With these temperaments it will hardly be safe to extend the period of close application beyond two hours, without intermission, even after the habit of study is fully formed. With the nervous energy exhausted, the mind bewildered and the memory confused and treacherous, it will be hazardous to the general health, and a wretched economy of mental force, to continue the effort further. This is especially true of the immature and undeveloped mind of childhood, of which from year to year a constantly increasing proportion is being intruded into the college classes. Female students, though they usually endure the in-door confinement of student life better than our young men fresh from the freedom of farm life, yet they seldom attain the power of protracted, close, mental application equal to their brothers, and they cannot safely attempt it. To compensate for this seeming defect, I will testify that young women, with apparently the same effort, will accomplish more mental labor in a given time than will young men, thus compensating in activity for what they lack in persistence.

It will be safe to advise a student on entering college, to take ten minutes for a brisk walk, (if no better form of exercise offers,) at the close of each hour of study, and as the brain becomes habituated to the daily task of study, the walk may be postponed for two, or even three hours, but this I would advise a student to fix as the limit, and punctually maintain it. The bilious and lymphatic temperaments, with their sluggish mental movements, may sit to the task four or five hours, but such temperaments in this country are rare, and constantly becoming more so. Of the kind of exercise, I can only say that it should be active, but not violent nor exhaustive. It should call into action a great number of muscles, and should have such a mental quality as to divert the mind, as far as possible, from its recent task. With these characteristic features, the student will consult

taste and convenience, and choose accordingly. If the weather forbids out-door exercise, a walk in a cool, airy hall is a good substitute, easily attained as a general rule.

Intimately connected with the hours of study is the very important question of study-rooms. These are often too small, illy ventilated, and in the winter months frequently overheated. Study-rooms intended to accommodate two students, should have a floor area of at least two hundred and seventy-five square feet, and ten feet between floor and ceiling. Ventilation should be provided both at the floor and ceiling, but care must be observed that in admitting fresh air, a current of it be not thrown directly on the study desk. A temperature of from sixty to sixty-five degrees F. should be maintained as uniformly as possibly. The temptation to raise the temperature of the room too high, is especially to be resisted in very cold weather. This is bad enough when accomplished by increased consumption of fuel, but is infinitely worse when that end is reached by cutting off ventilation. Every study-room should be provided with a reliable thermometer, which should be frequently consulted, and the temperature governed accordingly.

Not many years have passed since it was believed by every body that persons engaged in mental labor not only did not require nutritious food, but that such nutrition was a formidable obstacle, if not an absolute hindrance in the performance of such labor. Under this regime, many a poor student reduced himself to bread and water, that he might attain to the mental brilliancy which, according to the accepted theory, such a diet promised. But a better acquaintance with the physiology of the brain and nervous system generally, and a more correct theory of the part which these organs perform in the intellectual work, has led to a more rational system of dietics. But yet a student, even, in the winters of our boreal climate, seated at his books in a comfortable room, does not require the amount of oils, fats, and other heat-producing food which were required when he followed out-door occupations in mid-winter; nor will he

require the same measure of protein food which was demanded when he wielded the axe, swung the scythe, or followed the plow. The wear is now chiefly confined to the nervous tissue, the basis of which is albumen and not fibrin. In addition to the albuminous structure of the brain, that organ in a healthy condition contains more phosphorus than any other tissue of the body. It is now fully demonstrated that mental labor is always accompanied with the oxidation of phosphorus and the production of phosphoric acid, which is detected in the secretions. Now, as animal fats, vegetable oils, sugar, starch, etc., contain not a trace of phosphorus in any form, nor albumen, nor the simple elements from which albumen can be formed, it follows with the force of demonstration that brain waste cannot be supplied from this class of food.

It is fashionable in certain circles to sneer at the idea that food has any connection with the mental processes, but the undeniable fact that the brain is the instrument of intellection, and the testimony of universal observation, that disturbances and derangements of the nervous apparatus are manifested immediately in the corresponding changes of mentality, determine this question. It would be out of place to pursue this subject further in this paper, but abundant proof exists that the intellectual character and force, both of individuals and of nations, are very intimately connected with their dietetic habits.

Except to a limited extent in cold weather, students should abstain from fat meats, and reduce to a small allowance the butter which is now generally regarded as an indispensable accompaniment of the bread. Fish, eggs, poultry, beef and mutton are rich in albumen and the phosphates so important in repairing the wastes of brain. Bread made of wheat flour, not too finely bolted, should always have the preference. It will, under ordinary circumstances, furnish sufficient heat-producing material to maintain a healthy temperature of the body, and if in this there should be any deficiency, it may be supplied by sugar or fruits better than by oils. All stimu-

lating food and highly seasoned dishes must be avoided. While the laws of health demand a variety in our food, they prescribe but a few articles at the same meal. Two or three plain, well cooked dishes at a time, and these varied at each meal, is the diversity which nature demands. Dyspepsia, that bane of student life, is almost invariably the result of a disproportion between the quantity and quality of our food on the one hand, and the amount of muscular exercise on the other. On the first approach of its symptoms, the student should increase the out-door exercise, and diminish the quantity of food. A generous diet of nutritious food, taken but a few articles at a time, and followed by appropriate exercise, will almost invariably secure a student against the scourge of dyspepsia. But the manner of taking food is nearly if not quite as important as the quality of food. Regular meals at intervals of about six hours during the day, and nothing in the night, nor between meals, embraces all that need be said on the time of taking food.

But the habit of eating by pieces between meals, is so common and so pernicious, that I cannot so summarily dismiss it. The stomach, like all other vital organs, must have time for rest. A full meal of plain food will be digested in about three hours, if the apparatus be in a good working condition. An interval of entire rest, about as long as the period of activity, should then be secured to the stomach, that it may promptly do its duty by the next meal. This habit fully established and faithfully maintained against every temptation to violate its order, will almost invariably secure a good digestion, and this is no trifling matter in regard to clearness of mental perception, and persistence and uniformity of mental force. But the stomach is not alone in this demand for a period of rest and suspension of function. The brain, the most delicately organized tissue in the body, must have its regular periods of rest and recuperation. Suspension of voluntary brain work will temporarily relieve mental fatigue, but sleep is the only true brain-rest. Prominent among the exploded follies of the past, is the theory that students require but little sleep. This romance of the

student's midnight lamp is a Moloch, on whose altar thousands of brilliant intellects have sacrificed themselves. To recuperate an exhausted brain requires more sleep than to rest a fatigued muscular system. But few students can maintain their full mental vigor with less than eight hours quiet, healthful sleep; and many will require ten. This sleep, to be natural and healthful, should be in the night, and regular hours of retiring and rising should be established and maintained with the strictest fidelity. No casual company, no social party, or evening entertainment can excuse a student in violating his habit of retiring at a fixed hour; for health and mental vigor are worth more to him than any enjoyment he can promise himself in thus weakening a habit so valuable. Indeed, student life, so far as possible, should, in every thing, be reduced to regular habit. What we do habitually, costs much less exertion than the same thing done occasionally and irregularly.

The student who makes an extra effort to accomplish the labor assigned him by eight o'clock in the evening, then, closing his books, goes to an evening party, indulges in small talk and sweetcake, with other villanous compounds misnamed refreshments, till the small hours of the night admonish him, when he retires to dream horrid dreams and doze a disturbed sleep under the influence of a diseased stomach, and to rise late and refuse a wholesome breakfast, and after a futile effort at study, to sleep from very weariness and exhaustion; and these revels repeated once or twice a week, with appropriate variations, will in most constitutions complete the work before the end of the first college year—and leaving, his friends report and verily believe that he is the victim of *hard study*.

The sleeping apartments of students demand special attention. These should be large and well ventilated, or they should communicate with a large room or hall by a door left open at night. By these or any other means that will secure an abundant supply of fresh air, the respiratory organs will be able to continue their work in a natural manner during the hours of rest—

the blood will be oxidized, the tissues transformed, and a store of nervous force accumulated for the labors of the coming day, which will be indicated by the refreshed and vigorous feelings with which the sleeper leaves his couch. The books should be closed at least half an hour before retiring, and the mind relaxed and diverted from the task, before sleep is invited. It is a vicious habit to take lunch or fruit at this interval. When we compose ourselves to sleep, the stomach should be permitted to rest with the brain and voluntary organs. It is true that the stomach will ordinarily perform the work of digestion during sleep, but digestion is a function performed by brain force, and the brain cannot rest while it is carrying on the work of digesting a late supper. Thus the prime object of sleep, (brain recuperation,) is defeated, and languor, debility and prostrated mental energy is the result. Natural, easy, quiet sleep, is not only an evidence of good health, but it is one of the first and most important means of maintaining that condition; and this is especially true in persons of studious habits. If sleep is natural and undisturbed, the number of hours devoted to it may be considerably diminished with no bad results.

A good thing, when abused, often becomes a fruitful source of evil. So literary societies in colleges are liable to such perversion, that they break into the regular habits of rest and study which every good student will form, and may thus become a positive evil. If the midnight dissipation of Society night could end there, there might be some apology for it, but the student's rule of regular hours having once been broken, becomes now very brittle, and affords but little resistance to temptation. The remedy I would suggest, is to place these societies so far under the surveillance of the Faculty as to give them power over the length of the sessions. These I would limit to two hours, and at the expiration of that time let the bell ring, and close the exercises at once. Beginning at 7½ and closing at 9½, would be about the appropriate hours for society work, and would not interfere with the hours of rest.

Among the pernicious habits to which young men at college are constantly tempted, is the filthy and revolting one of using tobacco. This habit, now so common, is the more to be deplored because its work of ruin is silent, insidious and unperceived, either by the victim or his friends. Slowly the digestive machinery declines in the performance of its duty, under the influence of so powerful a narcotic, till a train of distressing symptoms intervene, the direct result of indigestion. But even this imperfect nutrition itself is only a symptom of the general prostration of brain force which is dragging all the faculties and functions of mind and body down to premature decay and certain ruin. Yet there are no alarming symptoms to rouse the fears of the unfortunate victim, or point his friends to the true source of his failing health. Under these circumstances the victim of tobacco either becomes prematurely old and unfit for business, in the very years which his mature reason and ripened judgment should have made the most valuable of his whole life, or he falls from the attack of some ordinary disease, which his nervous system, weakened and prostrated by the long continued influence of an insidious poison, is unable to resist. The true cause of this wide-spread mischief is not even suspected by the victim or his friends; and the extent of the injury sustained by society, the loss to the country and the world from the habitual use of narcotics, no human arithmetic can compute. The exhilaration of tobacco appears to exert a peculiar fascination over students in the period of their transition from active out-door life to the sedentary habits of study. The effect of tobacco on the health of brain-workers is more severely felt than on those who work by muscle. It is now a well established physiological doctrine, that vital force is measured by the amount of chemical change going on in the system—the extent to which the tissues undergo transformation, and their elements are oxidized. The primary action of tobacco, opium, and alcohol, is to arrest chemical change, diminish the transformation and oxidation of the tissues, and to the same extent to impair vital force; but this disturb-

ance is felt first and most severely in the mental functions. The dangerous deception in this matter lies in the fact that the beginning of this depression is marked by an increased expenditure of nervous power, which, under a diminished production of nervous force, leads only the sooner to exhaustion and to a broader and deeper disturbance of all the vital machinery. To one who sees this subject in all its frightful magnitude, the odor of the inevitable cigar or pipe, and the expectoration of filthy tobacco-stained saliva, that meets him in all the highways and byways of life, is fraught with indescribably melancholy reflections. The bright and the gifted, in the morning of life, dissipating the cherished hopes and fond anticipations of parents, teachers and friends, in a cloud of tobacco smoke! What a spectacle!

Concluding this rambling sketch, I would sum up my conclusions somewhat in this manner:

First—Students should have active exercise in the open air and sunshine at regular intervals of study.

Second—Food should be plain, unstimulating yet nutritious, and should be taken altogether at regular meals, abstaining entirely from food between meals.

Third—Study rooms should be large, well ventilated, exposed to ample sunlight, and not overheated in winter.

Fourth—A systematic division of time should be adopted, and all the habits of the student made to conform to it.

Fifth—Late hours, with the usual dissipation in the way of eating, if in nothing worse, should be the subject of *total abstinence*.

Sixth—Sleeping apartments must be well ventilated, and the student should retire with an empty stomach and a tranquil mind.

Seventh—Students, as they would shun the gates of death, must avoid the use of narcotics, tobacco, opium, and alcohol, in all the protean shapes in which these insidious poisons are disguised to entrap the unwary.

RELATION OF COLLEGES TO THE PUBLIC
SCHOOLS.

D

[The following is the address of Hon. B. C. Hobbs, before the Indiana Collegiate Association.]

Members of the Association:

The duty assigned me to-day is to discuss "The Relation and Duties of the Colleges to the Public Schools." No subject is of more importance touching the economy of Education.

My views upon the causes which have modified and continue to effect our College curriculums were given at some length when we last met. I have seen no reason to change them, but, on the contrary, am more forcibly impressed with the necessity of some general modification of the College course which will conform to the demands of the present and have respect to educational economy.

Popular education must have for its object the good of all. It should be conducted on such principles as will harmonize literary, scientific, moral, political and pecuniary demands. It should be made up of just such elements as are necessary for the adequate culture of heart and head, and in such way as will fit man best for the duties of life. It should embrace as much as is necessary for a general culture of man's intellectual, moral and physical nature, and not so much of one element as will necessarily dwarf another.

The present course of study in our city schools requires an average of about twelve years for its completion—four years for the Primary, four years for the Intermediate, and four years for the High School grades.

The High School course is about the equivalent of the sophomore class in college. It lacks then two years study to complete the college course. It can secure a thorough primary course for admission into the Intermediate, and a full and regular Intermediate course for ad-

mission into the High School. The city or graded school can make its culture symmetrical. Spelling, reading, penmanship, arithmetic, geography and English grammar are well learned to secure forward transfer. The college begins with a degree of proficiency which presupposes an advance preparation. It can make thorough scholars when they enter it regularly even up to the freshmen class.

The common schools have found in their experience that they can reach the demands of the college Freshmen class, except in Greek. The difficulty, I think, may be considered to have narrowed down to this one point of disagreement, and the question fairly presents itself, should the common schools teach Greek, or should the college modify its demands, and commence the study of that language after matriculation.

The common school claims that it is working for the public, and the demand for Greek is so small that it can not afford to supply it. The tax-payer will be mutinous when he finds teachers with high salaries instructing small classes for the few. Men that govern must be obedient to the will of the governed, and Greek rarely enters the common schools.

If we raise the question what are the claims of the Greek? the answer is difficult. Colleges have been changing their educational studies almost yearly for the last forty years. Since Geology, Botany, Chemistry, Mechanics, Civil Engineering, Mining, Architecture, Navigation, and many other sciences have demanded special attention in our colleges, something must yield that their claims may be allowed.

The demand has hitherto been so imperious on the part of the colleges for Latin and Greek, and arguments have been urged with so much earnestness in favor of an early training, to secure them, that a consequent neglect of Spelling, Reading, Penmanship, and English Grammar has greatly damaged the real practical scholarship of the student for all after time. We crowd too much into the common school that does not belong to it, and leave too much out that ought to be in it.

Economy and necessity are compelling the colleges to modify their curriculums. A scientific course is now made, in most of them, the equivalent of the classical, and the regular scientific feels that he has vantage ground by the change.

For the general scholar, I would be satisfied with less than the ordinary course of Latin and Greek. By this means we can relieve our educational system of its embarrassment.

We can not well make the college course more than four years. As we press in Latin and Greek, we press out something else. German commands, perhaps, as much respect as either of them, and we are not unfrequently disposed to allow its claims by substitution.

I am here speaking of what should be the standard of *general*, not of *special* scholarship. When the student desires a thorough and special lingual course, let him reach it as he reaches civil engineering, law, medicine, astronomy, quantitative chemistry, by a special or university course of instruction. When one can thus equalize the claims of the sciences, English literature will assume an importance it has never yet received. I think I may be safe in presuming that its claims are not sufficiently respected by any of our colleges.

But a few days ago I received a letter from a young man who was expecting soon to be a graduate of an Eastern university, who desired a good situation West as teacher. His spelling, penmanship and general bad English, indicated his actual scholarship. It is not the curriculum of a college so much as the *results* that we want, and we are wasting time and money when English is not well studied. Can we not better afford to study Greek and Latin less, that we can study English more?

When this subject shall be generally and correctly understood, and the true relation of the common school to the college ascertained, we can render each more successful in its work. The common school must prepare the student for college, or colleges must continue to suffer the embarrassment to which they have hitherto been exposed, or be burdened with the expense of bringing

up the work of preparatory education by a sub-freshman course.

The College Preparatory and City High School are generally competing institutions. Students hasten from the Common School unprepared when they can be admitted into the College Preparatory, from their over anxiety to be called Collegians. The College, to swell its numbers, receives them irregularly from the High School, and thus not only damages the thoroughness of its course, but actually lowers the standard of the High School in its efforts to grade up a complete educational course. The College and City High School have actually damaged each other, instead of being mutually supportive.

Why can we not so modify the common school that its high school may be preparatory to the college. We must study our way through this complex difficulty before we shall find success. Could this be reached, reciprocal advantages would immediately follow, for the college would largely take the place of the city high school in corporations where colleges exist, while the high school would successfully even up the scholarship of the candidate for the freshman class. Where this combination of interest is not made, there must be in the same community two institutions of learning of the same grade, sustained at double the expense of both united.

The colleges can consign this work to the common schools only when the common schools can supply preparatory instructions for admission into their freshman classes.

We may speculate upon education, and expatiate upon favorite ideas and desirable ends, but when we have told the world what we desire, it hurries onward, heedless of what we think, if our hypotheses are not in harmony with the objects and aims which move it. Still it is the duty of the Christian patriot and of the patriot scholar to mould and make public sentiment, but we must find, sooner or later, that all hypotheses, and opinions which cripple the energies of a people, waste time and money, or which cost more than they are found to be worth, will

instinctively be laid aside, and business, learning, commerce and civilization, will by the law of necessity, adaptation and economy, find their best channels and desert old systems.

When the Suez canal is opened, but few will double the Cape of Good Hope for the Indies. When we can cross Darien, we are not desirous to waste months of precious time in contending with the storms around Cape Horn to reach California, and when an iron track is laid across the plains and mountains, we will take the most direct route to the Pacific.

When we can study sacred literature by translations, we will avail ourselves of the aid of scholars who have made the object easily accessible, and when we can study roots, definitions and philology by dictionaries, grammars, rhetoric and logic; when we have made up our minds to study English thoroughly in *English*, we will content ourselves to do it through motives of economy and expediency.

The educator then discovers that he must modify his plans so that he can secure to the college and public school all that a proper development of mind and heart demand, and by which the claims of utility, economy, availability and necessity will be met.

NOTES OF EUROPEAN TRAVEL.—V.

BY MRS. J. G. KINLEY.

GLASGOW, on the river Clyde, contains four hundred and fifty thousand inhabitants, including its suburban residents, and is the most populous city in Scotland. By continuous dredging the river is kept navigable as far as the city. It was here that the first steamer was launched by Henry Bell, in 1812, though James Watt, a citizen of Glasgow, applied steam as a motive power fifty years before. The "Clyde-built steamers" have a world-wide reputation, and the immense ship-yards are among the

sights contiguous to this busy, flourishing city, being important sources of much of its wealth.

As the cathedral is set down as the first object of interest to travelers, our driver insisted upon taking us there at once; but I had fully as much reverence for the memory of dear, old Walter Scott, as for an old cathedral dating back to the twelfth century, so we compromised, and on our way thither passed the renowned residence of Bailie Nicol Jarvie, immortalized by Scott in "Rob Roy," but now a dingy old ruin adjoining the city prison. The cathedral is built of granite, in the form of a Latin cross, and is said to be nearly equal to Westminster Abbey in the purity of its style of architecture, which is Gothic. It is partly surrounded by a cemetery called the "Necropolis," which rises by terraces to an eminence that commands an extensive outlook over the city and adjacent country. Upon the highest point is a Doric column, surmounted by a statue of John Knox, the reformer, who looks grimly down upon this magnificent "garden of the dead." A thousand memories crowded upon us, as we gazed upon the monument of him, whom Scotland delights to honor, and we could not overcome our aversion to the treatment Mary Queen of Scots received from him.

Driving through this city of stone, we struck the Broomielaw, one of the finest drives in Scotland; then Kelvin Grove Park promised a pleasurable ride, but did not equal our expectations. We then drove to Queen's Park, which is tastefully laid out, and only needs age to make it very picturesque. The spot is, however, historical, being the place where the hopes of Mary Queen of Scots were crushed by the victory of Murray over her troops. St. George's Square is the finest in Glasgow, and has many fine monuments, one of which is in memory of Sir Walter Scott, another of Henry Bell. Having been a reader of the writings of both Scott and Burns, Scotland possessed for me a poetical and historical interest which I felt for no other country, and everywhere were reminders of their real or imaginary celebrated characters.

Early the next morning we took the cars for Ayr, a

distance of forty miles, passing through the town of Paisley, celebrated for its manufacture of shawls. I strained my eyes to get a glimpse of the famous "Ellerslie oak," under which Wallace hid himself from the English, but only the stump remains. On our ride the sea opened upon our view, and Ailsa Crag, projecting a thousand feet above the water, with its base white with foam, towered before us. Arriving at Ayr, we took a carriage for Burns' cottage, two miles distant. The room and recess remain the same as when the great poet was born on the 25th of January, 1759, but additions have been made to the house since. Many mementos of him remain in this primitive home. After spending some time within its hallowed precincts, we started for Alloway Kirk, a roofless relic of ancient times, made famous by the genius of Burns. As we approached,

"The Winnock bunker in the east,
Where sat old Nick in shape of beast,"

was first seen, but alas for roof and rafters! they had long since fallen and disappeared. The walls are standing, and seem substantial enough to endure the wear of time for many years. In the church-yard are the graves of Burns' father and sister. A little apart from them, on the other side of the kirk, rests Souter Johnny. A short distance from here is the Burns monument, overlooking

"The banks and braes of bonny Doon,"

as well as the old "Brig," immortalized by Tam O'Shanter's midnight ride. In the monument are relics of Burns, a lock of yellow hair clipped from the head of his Highland Mary, and the Bible he presented her at their last meeting, where, he says,

"By the winding Ayr we met,
To live one day of parting love."

The grounds, about an acre and a half, are tastefully fitted up, and ornamented with trees, flowers and shrubbery. A little distance from the monument is a grotto, containing life-size statues of Tam O'Shanter and Souter

Johnny. Characteristic to the life are these two worthies, and must provoke a smile even on the most serious face. The old "Brig of Doon" is but little used, and is covered with ivy, and the gentle Doon murmurs on as it did when the immortal poet sang upon its banks. The scenery is charming, and we lingered until the sun began to sink low upon its western slope ere we were admonished to return to Ayr. On our way we passed

"—————the well
Where Mingo's mither hanged hersel,"

and "Tam O'Shanter's Inn," then "the twa Brigs," where we alighted and walked leisurely over both. We then wandered over the little village of Ayr and saw the Wallace Tower, built over the dungeon where the hero was once confined. A fine statue of Wallace adorns the tower. Slowly we wended our way to the station, and were soon on our way to Glasgow.

The Glasgow of which Sir Walter Scott wrote is now no more, and nearly all the relics of other and more romantic days have disappeared. It is to-day a bustling, thriving, noisy city, full of wealth and enterprise.

With lively anticipations of a day of pleasure, we bade adieu to our kind host of Drummond's Hotel, and started for a trip to Loch Lomond, Loch Katrine, Trossacks, Callendar, Doune and Sterling. The first object of special interest to us was Dunbarton Castle, sitting on an immense double-peaked rock, rising over four hundred feet above the level of the sea, and seemingly inaccessible to human feet. It was here the noble Wallace was confined by Monteith, and from here sent to England, where he was inhumanly put to death. From this castle, Mary Queen of Scots, when a child, sailed for France, and it was the last fortress to abandon her, when fortune turned against her. The Leven and Clyde here mingle their destinies as in the days of old, when the little Mary floated upon their sparkling waters. Through magnificent scenery, ornamented by splendid residences, we passed on to Cardross. Cardross Castle, the home of Robert Bruce, is no longer standing, and we hurried on

to Balloch, crossed the Leven over the magnificent suspension bridge, and were set down at the foot of Loch Lomond, "the Queen of the Scottish lakes." In a few moments we were pleasantly seated on the deck of the steamer Rob Roy, and were afloat upon its placid bosom. The fairy islands covered with gorgeous green, the bare, wave-washed rocks which break the silver surface of the lake, the bold grandeur of the mountains which rise and tower above, furnish a picture never to be forgotten. Ever and anon we passed a mountain torrent rushing down its rocky banks, glittering like diamond dust in the bright sunlight. Now a gently sloping bank, there an overhanging cliff, greeted our expectant eyes, and each moment the ever-varying panorama offered new enchantments and more picturesque landscapes. Above all this unsurpassed loveliness, Ben Lomond stands sentinel. Gliding on, we passed Ben Dhu, Glenn Luss, Bannochlear, Glen Fruin, and other memorable places, full of interest and wonder. Here Rob Roy fought, and the McGregors gratified their treacherous natures. Merrily the band played the old Scottish airs, and among them, "Hail to the Chief" rang out over the listening waters and echoing mountains. Many a deed of daring was sung, for

"Proudly the pibroch had thrilled in Glen Fruin,
And Bannochlear's groans to the slogan replied;
Glenn Luss and Ross Dhu, they are smoking in ruin,
And the best of Loch Lomond lie dead on her side."

Passing on we find ourselves in the straits of Balmaha, with a beautifully wooded island near called Inchcailiach (island of women.) This island is very dear to many a clansman, for here repose the descendants of King Alpine's clan. 'Twas here the yew trees threw

"Their shadows o'er Clan Alpine's grave,
And answering Lomond's breezes deep,
Soothe many a chieftan's endless sleep."

At Inversnaid we disembarked, and climbing the bank right in the teeth of an old fortification erected in the time of the McGregors, we mounted a four-horse coach,

named Rob Roy, and left the gloriously grand scenery of Loch Lomond for the trip to Loch Katrine. Lakelets and mountain torrents constantly greeted us, and hills clothed with purple heather enhanced the sylvan beauty of the route, made memorable for all time by the brilliant genius of Sir Walter Scott. Every inch is classic ground, and gaily we rode on to Stronaclachar,

“Where gleaming with the” morning “sun,
One burnished sheet of living gold,
Loch Katrine lay before us rolled.”

A little steamer, “The Lady of the Lake,” was waiting to take us across this beautiful sheet of water, dotted with

“Islands that empurpled bright,
Floated amid the livelier light,”

while

“High on the south huge Ben Venue
Down to the lake in masses threw
Crag, knolls, and mounds, confusedly hurled
The fragments of an earlier world.”

It seems something akin to vandalism that this lake should be forced to supply Glasgow with water, and as we sailed by the works I mentally denounced the sacrificers of poetry to utility. The lake is almost enclosed by mountains, mostly clothed with forests, and every rock and cliff was draped with heather. At last the great object of interest was reached, and Ellen's Isle, covered with tropical loveliness, lay before us, a perfect gem of gorgeous beauty. I fully expected to see the beautiful Ellen start out with her tiny boat to meet James Fitz James,

“With head upraised and look intent,
And eye and ear attentive bent,
And locks flung back, and lips apart,
Like monument of Grecian art.”

Above the island was the goblin cave,

“And the gray pass where birches wave.”

Passing into a little inlet, our boat-ride ended, and I can

not better describe the wild grandeur of the spot than by again quoting Scott:

"Each purple peak, each flinty spire,
Was bathed in floods of living fire;
But not a setting beam could glow
Within the dark ravines below,
Where twined the path in shadow hid,
Round many a rocky pyramid,
Shooting abruptly from the dell
Its thunder-splintered pinnacle;
Round many an insulated mass.
The native bulwarks of the pass,
Huge as the tower which builders vain
Presumptuous piled on Shinai's plain.
Their rocky summits, split and rent,
Formed turret, dome or battlement,
Or seemed fantastically set
With cupola or minaret.
Boon nature scattered, free and wild,
Each plant or flower, the mountain's child.
Aloft, the ash and warrior oak
Cast anchor in the rifted rock;
And higher yet the pine tree hung
His shattered trunk, and frequent flung,
Where seemed the cliffs to meet on high,
His boughs athwart the narrowed sky;
The wanderer's eye could barely view
The summer heaven's delicious blue;
So wondrous wild, the whole might seem
The scenery of a fairy dream."

Winding round the base of the precipice we reached the coaches that were ready to take us through the mountains, and selecting Roderick Dhu, we rode through this enchanting glen

"In the deep Trossach's wildest nook."

Curiously inspecting every tangled copse and brake for a glimpse of the bones of the "gallant gray," we missed nothing of the grandeur of that memorable ride. Crossing the "Brig of Turk," our route took us by Loch Ach-ray, sparkling like a diamond in its nook among the hills. In the distance, Glenfinlass, with its tall pines, and bleak

Craigmore, looked weirdly upon us. Then came Loch Venochar and Lauric Mead, where

“Roderick, with impatient look,
From Bryan's hand the symbol took;
Speed, Malise, speed! he said, and gave
The crosslet to his henchman brave,
The muster place be Lauric Mead.”

Riding in the very track of Malise through this wild Trossach country, we soon came to the village of Duncraggan, where once

“Lay Duncan on his lowly bier.”

But the cross of fire dances no longer on Benlodi, the slogan wakes the echoes of Glenfinlass no more, for Clan Alpine and Roderick Dhu “sleep the sleep that knows no waking.”

The waters danced merrily along Coilantogle's Ford, where Roderick and Fitz James paused, and

“Each at once his falchion drew,
Each on the ground his scabbard threw,
Each looked to sun, and stream, and plain,
As what they might not see again;
Then foot, and point, and eye opposed,
In dubious strife they darkly closed.”

At Callandar we took cars for Stirling, and passing Doune, we crossed the Bridge of Allan, leaving on our left Abbey Craig, crowned with an unfinished monument in memory of William Wallace, and soon the gray towers and battlements of Sterling Castle frowned upon us.

A SUNNY HEART.—A gay, serene spirit is the source of all that is noble and good. Whatever is accomplished of the greatest and noblest sort flows from such a disposition. Petty, gloomy souls, that only mourn the past and dread the future, are not capable of seizing upon the holiest moments of life, of enjoying and making use of them as they should.

OF THOUGHT WITHOUT LANGUAGE.

BY GEORGE S. BURLEIGH.

IN a former article I offered a few hints aiming to show that language, in its comprehensive sense, was an exponent power, and the measure of a soul was, everywhere, its ability to express itself in some form or other, by word or sign. But soul can only speak to soul; to be understood there must be a common language, the nerves and motions of a common nature. The moaning of the wind will give the same mental impression as the moaning of a sufferer, but the mind refuses to be moved because it does not find the chord of sympathy; or, if by a play of the imagination, it does shape some tortured spirit in the hollow air, its pain is the genuine confession of relationship.

Words, though beyond computation graphic and vital, for purposes of expression, are far from necessary to thought, though the methods of that thought are inconceivable to a mind not endowed with them. Has it ever occurred to you, thoughtful reader, to imagine what must be the form of wordless thought?—in what fashion a mind that has never learned a language will hold and combine its ideas?

We are so accustomed to that automatic play of association, by which a name carries with it the image of a thing, and a word is always the symbol of some idea, that we are scarcely conscious of any thinking which is not in verbal language. A misty veil of undefined expression so hovers about the very inception of our ideas, that we are apt to pronounce the thought unformed, till the words that express it are brought into some ordered coherence. And yet, if any one may trust what is so evanescent, in his own mental operations, he will often discover that what seems to be the laborious evolution of a theme, is only the slow embodiment in words of a picture set clear and vivid by an instantaneous impression on the mind.

When our consciousness is awakened by any telegraphic signal of the senses, the idea so aroused hurries to catch up some word or phrase with which to clothe itself, like a timid bather surprised on the margin of a pool. You lift the eye, and behold a tree, a house, or a river, and unconsciously the mind utters to itself the name of the object. Or you see some unknown thing, whose image, just as vivid in your mind, has yet no name to express it, and words to imply that fact arise immediately, "What is it?" "I know not what that may be."

Picture to yourself the image which an idea must take in the mind of a deaf mute who never heard nor uttered any intelligible sound, nor learned its silent symbol. That he has ideas, quick, varied, and intense, you see by a glance in that speaking face and that earnest, asking eye, which always seem in their half-sad expression, to mark the efforts of a soul to grasp the unutterable, the yearning of a fettered spirit for the freedom of clear utterance to ease its nameless hunger. How that face lights up at a smile of loving recognition; how that eye flashes with indignation at what seems to the imprisoned soul a wrong or outrage. How the keen, silent questioner looks into your face for the secret of its mobility, for what it means, and by what power we who are blessed with some strange *other* faculty than theirs, can draw one another, excite laughter and tears, and a thousand actions, all mysteriously moved, all wonderful to that poor, fettered soul, all strange and fantastic as the revels of the northern lights.

To enter the sphere of that ineffable consciousness for an hour, would interest me more than to visit the palaces of all the crowned heads in Europe. To know precisely how, to him who is deprived of one of our finest senses, and one of our noblest faculties, this complex universe of mind and matter stands related, and to feel by what strange methods the remaining faculties of such a mind translate the facts of being which belong to the lost one, into their own language, would be well worth a momentary loss of one's identity.

A blind man attempting to express his notion of

scarlet, said it resembled the sound of a trumpet, and he did not intend by it the slang that there was anything stunning in the color. We are constantly reminded of the impressions of one sense by the operations of another. To my ear the bass note in music is what a dull black is to the eye, and behind both organs they give the same mental emotion. The reverberations of deep thunder seem like boulders with worn angles, with profiles blunt and irregular, as if drawn by the jerking pencil of the lightning; and one who never had the pleasure of seeing stars from a blow on the head, may get a tolerably correct idea of that kind of galaxy by snuffing at a bottle of volatile salts! Language is full of the mental effort to report the impressions of one sense by the symbols of another. We say that an apple is sweet, that a rose is sweet, a face is sweet, a strain of music is sweet, and love is sweet, not to mention the saccharine reaction of the "Uses of adversity." Here taste, smell, sight, hearing, and a social sentiment, use the same word for that pleasurable sensation experienced by the mind through each distinctive organ. And they are right, though we may fancy it a mere poverty of language, for the equivalent of emotion demands a related word, and all words are primarily things of the senses. We assist the organ of one sense by that of another. We open the lips and part the teeth a little when we are eager to hear; we listen and turn the eyes' attention inward, when we would detect a delicate taste, or remember a faded impression. Clairvoyants who see the invisible, shut their eyes and look with their foreheads or the palm of the hand.

But this mutual accommodation of the senses is not so marvelous as it may seem, when we remember that the whole five, six, or seven, as you please, are but one power of nervous perception, specialized into a variety of functions, differentiated, as the learned say, that we may have more perfect work by a division of labor.

The same necessity which developed nerve-contact into sight on the one hand, and hearing on the other, might also express through one of these the sensations proper

to the other, when the other was wanting. Some sort of impression of things can be given, without the proper organ. Seal up the eyes of a bat, say the naturalists, and let it loose in a room crossed with wires in every direction, and he will fly clear of them all, as if he had other means of perception as sensitive as the optic nerve.

Laura Bridgman, with neither sight, hearing, nor smell, could detect the presence of a stranger in the room, without contact. Her mind then must have as distinct an image of every person as we have, yet not one of what we call our senses could go to the making up of that image. It could not form as we know it, nor a voice, nor an odor, but it was itself other than all, exciting emotions of love or hate, gratitude or repugnance, and the thought it excited must have had shape, though it is not easy to imagine how.

In some other world we may get at the bottom of the mystery, and find the one language of which our varied senses are the idioms and provincialisms; but here the suggestion of that common basis is mainly useful as encouragement, to supplement the deficiencies of one gift by the culture of another. If we have not words, then speak in deeds, if we lack vocal melody, sing with the concord of harmonious lives, and let the soul come forth in expression through whatever door the good Father has left open.—*Rhode Island Teacher*.

THE DRAMSHOP.—Gerrett Smith, in a letter to Vice-President Colfax, says: "If the dramshop is not bad enough to alarm us, and incite us to destroy it, what is? That we have a million of drunkards, and that fifty thousand of the sober go yearly to recruit the rapidly death-thinned ranks of drunkenness, are facts which are mainly chargeable upon dramselling. For the necessity of dramselling there is not one argument, nor even the semblance of one argument. It is an unmixcd, unmitigated, hideous, and supreme evil; and to say that the people cannot be aroused to throw it off, is to say that they can be aroused against no abomination."

PROCEEDINGS INDIANA STATE COLLEGIATE ASSOCIATION.

INDIANAPOLIS, July 7, 1870.

THE Third Session of the Indiana Collegiate Association convened in the Hall of the House of Representatives, at two o'clock P. M., Pres. B. C. Hobbs in the chair.

The exercises were opened by the reading of the 139th Psalm by the President, and prayer by Pres. Jos. Moore.

On motion, J. K. Walts was elected Secretary.

Prof. Hoss, chairman of the Executive Committee, submitted a programme of exercises for the Association, which was unanimously adopted.

Pres. Hobbs read an address on The Relation and Duties of the Colleges to the Public Schools, taking strong opposition to spending so much time in the study of Latin and Greek.

The paper was discussed by Profs. Hamilton, Brown, Garritt, Bowman and Jones.

Prof. L. L. Rogers, of Asbury University, read a paper on The Correct Pronunciation of the Latin Language. The correct pronunciation is that used by the old Romans themselves. He would adopt the commonly called continental system. He thought the true pronunciation of Latin words could be determined, and proceeded to show how it could be done.

The subject was discussed by Profs. Hamilton, Thompson, Reubelt and Pearson.

On motion of Prof. Hoss, a committee, consisting of Profs. Rogers, Garritt and Ballentine, was appointed to report to the convention on the subject of the paper.

On motion of Prof. Thompson, a copy of Prof. Rogers' paper was requested for publication in the SCHOOL JOURNAL AND TEACHER; also a request was made that the authorities from whom the Professor derives his information on the subject, be appended to the published copy.

An opportunity being given, the following became members of the Association: Pres. Thos. Bowman, As-

bury University; Wm. T. Stott, Franklin College; C. W. Pearson, Earlham College; F. W. Brown, Franklin College; Edward J. Hamilton, Hanover College; J. A. Reubelt, State University; Wm. A. Jones, State Normal School.

NIGHT SESSION.

Prof. Hamilton moved that Pres. Hobbs' address be referred to a committee for investigation and report. Committee—Hobbs, Ballentine and Hamilton.

Discussion—Higher Religious Culture in Colleges, and the Means of Securing it.

Discussion opened by Pres. Moore, of Earlham College. He presented many reasons in behalf of an increased religious training. Discussion continued by Profs. Stott, Hoss, Ballentine, Garritt, Hobbs and Reubelt.

MORNING SESSION, July 8.

After opening exercises, Prof. J. A. Reubelt read a paper; subject—Can the Study of the Ancient Classics be made more promotive of a knowledge of the English language than at present? He said, whoever understands no ancient language cannot well understand his own. It is said that one-third of the words in the English language are derived from the Latin. In teaching Latin the teacher can teach English most successfully.

The discussion was continued by Profs. Garritt, Ballentine, Hamilton and Thompson.

Prof. Hoss offered a resolution, that it is the sense of this Association that the study of the ancient classics should be made an auxiliary to the mastery of the English language. Adopted.

Prof. R. T. Brown read an able paper on Some of the Means of Preserving and Improving the Physical Health and Vigor of College Students.

Prof. Thompson moved that the paper be published, and he wished one hundred copies for his own use.

Prof. Hobbs thought it ought to be printed and put in the hands of every student in Indiana.

Prof. Hamilton suggested the paper should be published in the SCHOOL JOURNAL, and also in pamphlet form.

Prof. Brown said he hoped to be before the public schools with the whole subject in the form of a text-book for the children in the schools, in a short time.

Prof. Stott wished an expression on the subject of gymnastics.

Dr. Brown said a saw and cord of wood would give the best exercise.

Dr. Lewis being present was called out. He endorsed the paper most heartily. Said he hoped it would have a wide circulation, and that he would be glad to contribute toward its publication, and would like to get it in other than students' hands.

Prof. Hoss asked the practical question, "What are we doing for the health of students?"

Prof. Hobbs said the best teachers do not allow the use of tobacco in school.

Dr. Lewis gave it as his opinion that no person ought to be licensed to teach who uses tobacco.

Pres. Moore said the students are not allowed to use tobacco in Earlham College.

Prof. Reubelt said in Germany the law prevents the boy from using tobacco until he is eighteen years of age.

AFTERNOON SESSION.

The report of committee previously appointed on officers was adopted, and is as follows:

Dr. R. T. BROWN, *President*.

E. A. BALLENTINE, *Vice President*.

WM. A. BELL, *Secretary*.

WM. T. STOTT, *Treasurer*.

Executive Committee—S. H. Thompson, J. B. Garritt, L. L. Rogers, B. C. Hobbs, and G. W. Hoss.

Resolved, That the Executive Committee be instructed to have published one thousand copies of Prof. Brown's paper, and a larger number if they shall find the funds adequate and the demand require.

2. If the money in the treasury be sufficient, they shall distribute these papers gratuitous, but if not, they shall sell them at such rates as they may deem necessary.

Dr. Nutt being absent, the discussion on "What changes do the wants of the age demand in our college courses of study?" was dispensed with, and the hour devoted to miscellaneous business.

B. C. Hobbs, G. W. Hoss, and W. A. Jones were appointed delegates to the National Teachers' Association.

Committees appointed to report on papers read before the Association, were allowed to report through the SCHOOL JOURNAL AND TEACHER.

Presidents Bowman, Moore, and Stott were appointed to present a model college curriculum for consideration at the next meeting of the Association.

Among the subjects suggested for discussion at the next meeting are: College government and harmonious action among colleges on same; modes of examination; the marking system; and intemperance in our colleges.

The meetings were not largely attended, but the exercises were of a very interesting and profitable character, and all present were agreed that they were abundantly rewarded for time and expense incurred in attending. It was greatly regretted that all the colleges in the State were not represented.

After brief remarks by various members, the Association adjourned to meet at the call of the executive committee.

J. K. WATTS, *Secretary*.

PENMANSHIP.

THE neglect which penmanship almost universally receives in schools, cannot be attributed to its insignificance. No other branch of education is so constantly serviceable and of so much value. It is neglected, because the methods of teaching penmanship commonly pursued are exceedingly irksome, both to teacher and pupil. Copy plates are placed before the pupils; the

teacher gives a brief explanation of the form of the letters, and then requires them to write. Their efforts to imitate the copy, excludes every perception which they may have formed from the explanation given. With the copy constantly in view, the first line is written very well. The next is copied from this, with all its imperfections repeated and many other faults committed. Thus they write line after line, repeating and committing errors which they do not know how to correct; for imitation, instead of conception, or a knowledge of the form of the letters, is their guide. They soon become discouraged, and feel that it is impossible for them to become good penmen. And truly it is impossible.

There are a few exceptions to the above statement. Persons possessing a well developed faculty of imitation can become penmen by imitating copies, but persons destitute of this faculty cannot. Methods of teaching must be adapted to the wants of all. Copies should not be used. The pupils should be well supplied with scribbling paper. For a number of recitations they should be drilled upon the rules for position and movement, accompanied by a great variety of exercises, which require the rapid movement of the fingers and the forearm at the same time. These exercises enable the pupils to acquire a correct position and freedom of movement. These are the *chief elements* of success.

The letters should be placed upon the blackboard, carefully analyzed and explained, until every pupil has a perfect conception of each elementary mark and principal form, and understands how these should be placed together in order to form the required letters. All the marks and letters should now be erased from the blackboard. If the pupils' conceptions are perfect, they can describe the forms without seeing them. After asking a sufficient number of questions to become convinced that they have a thorough knowledge of the explanations which were given, they should be required to write. Independent of copies, they readily place the conceived forms upon paper. They discover faults which they previously could not discern. They should be impressed

with the fact that they must *never* repeat an error which they know how to correct.

By this method of teaching, improvement constantly crowns the pupils' effort. A deep interest is awakened, and writing hour becomes a pleasant recitation instead of an irksome task.

L. S. CAMPBELL.

Moore's Hill, Ind.

PLEA NUMBER TWO.

IF memory correctly serves me, Mr. Editor, in a footnote to my former communication I promised you a second article, if the first was accepted. The first mess of J. A. M. was served in the March number, and now for No. 2.

Our text—any one has a right to a text, whether he be a preacher or not—is taken from the closing paragraph of an article on "Mathematics, an Educational Instrument," found in the *Methodist Quarterly Review*, for January, 1870. These are the words: "We would respectfully suggest that our college courses are overcrowded. So much is attempted that but a superficial scholarship is secured; and, what is still more deplorable, bad habits of study are induced."

We want all unnecessary books excluded, and useless verbiage expunged. For text-books let the motto be *multum in parvo*. Let us have a boiling down, so that the thoughts may not be hidden by a multitude of words.

In the curriculum of our Alma Mater were three works, one on English language, one on Criticism, and the third on Rhetoric, and in all these there was very much of the same matter. The chemistry contained all of mineralogy that would be essential to the student, unless he intended being a mineralogist; and yet quite an extensive work on mineralogy must be studied a whole term. We commend such a work as Hedge's Logic(k,) because of its condensation.

I see from the programme of the Indiana Collegiate Association, whose third session is to be held in the hall of the House of Representatives, Indianapolis, July 7th and 8th, that the subject for which I am pleading is to receive some attention. I hope the discussion of the subject—"What changes do the wants of the age demand in our college courses of study?"—will bring about good results, such as shall lessen the students' burdens.

I do not believe wisdom died with our ancestors. Were it not for the fact that some men with much greater experience than myself, and *probably* greater wisdom, would consult about these changes, I would arrange a programme of studies for a college course.

The subject to be presented by Professor R. T. Brown—"Some of the means of preserving and improving the Physical Health and Vigor of College Students"—bears upon this same great subject, overworked students, and should receive earnest and thoughtful consideration. In the name of the pale and overtasked students we plead for a change.

The diploma or college honor to many an ambitious student is but a passport to the grave. This ought not to be. Study is healthful. There is an idea abroad in the minds of many, that mental labor is detrimental to physical vigor. The reason of this is obvious. Those who thus believe have but to point to some one in their community who has been "off to college," for a confirmation of their belief. The crowding of the mental powers in very early life is ruinous to the physical powers, but proper study is a healthy stimulant. Statistics show that literary men are long-lived. Some of the most indefatigable literary laborers have lived to a great age.

When colleges shall be cured of Bibliomania—and may the wiseacres of the land hasten the day—then will dawn the brighter era upon the scholarship of our country. Let the watchword be, *less* books, *more* thought.

J. A. M.

June 8, 1870.

EDITORIAL—MISCELLANY.

WE give considerable space to papers read before the State Collegiate Association. We think no one will object to this. The admirable paper of Professor Brown ought to be studied by every teacher, and then read to pupils. Superintendent Hobbs' position on the ancient classics ought to awaken investigation.

Professor Rogers' paper on Pronunciation of Latin, will appear in next number.

THE Institute work had not sufficiently advanced to allow any reports in this number. In next, we hope to have short, pointed reports from a dozen or more counties. Examiners and Superintendents are respectfully solicited to forward reports on or before the 12th inst., otherwise they must lie over until November issue.

ACCORDING to the Auditors' reports sent to the office of Public Instruction, there were twelve counties in the State which paid no "Liquor License" for the fiscal year ending May 23, 1870. These twelve little "Goshens" in the land of darkness are Benton, Blackford, Grant, Hamilton, Hendricks, Henry, Jay, Kosciusko, Lagrange, Parke, Steuben, and Union. It is encouraging to know that legalized drunkard making is prohibited in twelve of the ninety-two counties of our State. While we dare not indulge the hope that no liquors are sold in these counties, we have the encouraging fact that no liquors are sold by sanction of officers or law. This is a step forward. May not other counties take the same step?

It is a noticeable, and perhaps, significant fact, that every one of these counties is in the north half of the State, i. e. north of the National Road. It is further a well known fact, that as a rule, the north half of the State pays the best salaries to teachers. *Corollary:* Whisky and education slightly "fernet" each other.

VENTILATION.—As Trustees are preparing their houses for the winter, we desire to suggest a simple and effective mode of ventilating small houses. This mode is as follows: In building the chimney, let an air shaft, or vent duct be built in connection with the smoke flue. They should be separated by only a thin partition—brick placed edgewise, or sheet iron. The latter is better. A thin partition transmits the heat of the smoke flue into

the venti duct, heating the air, and as a consequence, producing a current, and thus ventilation. This current will be constant so long as there is fire in the stove, and hence ventilation equally constant. When the weather is so warm as to need no fire, ventilation is usually secured through open doors and windows. This means is cheap, effective, and self-operative, and we think it worthy of a place in every small house in the State.

If the chimney is already up, the principle can be applied as follows: Start a ventilating shaft, a tight box 6x10 inches, at any convenient place in the room, carrying it into the attic, and then passing it into the chimney. The ascending current in the chimney will produce a current, though not in the same degree, in the air shaft. This in turn gives ventilation, though we think not in the same degree as when smoke flue and venti-duct are built side by side, as proposed above.

In view, therefore, of the simplicity and cheapness of this plan, and in view of the vital importance of pure air in school rooms, we earnestly commend this matter to the consideration of all Trustees and building committees.

USE THE DICTIONARY.

Again we beg permit to say to pupils and teachers, use your dictionaries. Perhaps we would better say, teachers, teach your pupils *how* to use their dictionaries. One argument alone warrants this exhortation, namely, that daily and sometimes hourly, pupils are using words utterly devoid of meaning to them. So far, they might as well use Chinese or Choctaw. One reads that Pneumatics is a valuable study, and he believes some kind of a wind instrument is meant. Another reads of Hermeneutics, and pictures to himself an interesting species of Australian animal. Another reads that the Swiss soldiers sometimes die of Nostalgia, and he straightway concludes that sore noses are dangerous things in Switzerland. Thus nonsense is the reward of his reading.

Strange as it may seem, all this occurs within the knowledge, and by permit of the teacher. In many cases the teacher says nothing, in others he says examine your dictionaries, but stops there. This latter has the seeming of proper instruction, but only the seeming; in reality, with most pupils, it is but little better than nothing.

Our position then is this: *The pupil should (1) be taught how to use the Dictionary, and (2) be trained in its use.* This is the plan with arithmetics, grammars, geometries, rhetorics, etc., throughout the educational course. When we shall treat the dictionary as we do other text books, when we shall apply the two rules above, then we shall have touched the keynote of its power. In a word, it will not do to merely say, *study your dictionaries.* I have tried this time and again, and in nine cases out of ten have failed. As the aphorism says an ounce of experience is worth a pound of theory, I must hold to experience versus theory. I have "cornered" a student on a hard word in his lesson, and then administered the stereotyped admonition, "Study your dictionary," and then on the morrow cornered him

again, and repeated the admonition, and in two or three days found matters as before. With this experience before me, I must be allowed to exhort teachers everywhere: 1, *To teach pupils how to use the Dictionary*; 2, *To train them in its use*. If any one has discovered an effective method differing from this, we shall be thankful for information.

To specify the processes of application of these two rules is not within the proposed scope of this article. A somewhat elaborate article appeared in the May number of the JOURNAL, in 1868, on processes. The caption however was "Definition of Words," but theme and treatment were substantially processes under these rules.

In conclusion, we state two general propositions which have done much and are yet doing much against a careful and critical study of the English dictionary, namely: 1, Non classical students, as a rule, assume that they can never use the English language with readiness, elegance and force. 2, Classical students, as a rule, assume that they (because of their classical attainments) cannot fail to use the English language with readiness, elegance and force.

These positions are both erroneous, hence lead to erroneous practice. It would be aside from our purpose to show proof of the erroneousness of the propositions, or the causes of their perpetuation. It will be sufficient for present purpose to state in brief and in concrete, that we know persons of limited classic attainments who use the English language with more skill and force than some who have superior classic attainments. Turning the other side of the proposition to the reader, we know non classical speakers who use the English language with readiness, elegance and force. On the other hand, we know certain classical scholars who do not use the English language with readiness, elegance, or force.

Now let it not be inferred that the classics, i. e. ancient classics, vitiate the English. No, it is the neglect of English that brings impotency in English. He who would master English must study English. He who would learn to swim must swim, and not stop with reading accounts of his grandfather's swimming.

Therefore, as we must study English to master English, the English dictionary becomes a potential agent in this work. Hence our conclusion is our caption, *Use your Dictionary*.

TO THE BOYS.

Teachers, please read the following to your boys,—to the whole school if you like. It is better than many a lecture an hour long. Parents, please read it to your children.—ED. OF JOURNAL AND TEACHER.

A GOOD, STEADY BOY WANTED.

WANTED—A good, steady boy, of about sixteen years of age, to learn the printer's trade. A boy from the country preferred—must have a passable English education, and come with his mind made up to learn the trade.

The above is from the *St. Joseph County* (Michigan) *Democrat*. The

editor wants "a good, steady boy, of about sixteen years of age," to learn the printing business, to commence at low, but reasonable wages; to get the first principles of manhood, and lay the foundation of a business life. He wants a boy who will come "with his mind made up" to be manly, to give his employer his whole time, instead of idling or shirking, who will work without watching, who will study to please, to economize the property placed in his care, who will be honest, who will stay in nights, who will let liquor and cigars alone—in fact, the editor wants one of the old fashioned lads, such as were our grandsires.

Where will we find him? We ask the question of every young man "about sixteen years old." A "good, steady boy." Where is he? Where does he live? Where can a letter reach his parents? Where is the young man that is willing to go at a business to make a business of it? The boy who will take up a trade, in preference to loafing about the streets, seizing upon every new slang word—every loaferish expression, a drag upon his father, a source of anxiety to his mother, a disgrace perhaps. "A boy from the country preferred." Ah! that tells the story! The editor tells in those words that a young man of sixteen who has grown up in a village or city, exposed to, and drinking in the vices of the older and the more wicked, will not suit him. He does not regard him as trustworthy, as calculated to ever make a true man, as willing to listen to patient instruction. But will a boy from the country do? Perhaps some may prove faithful. The majority will work a week, a month, perhaps two months, and then, when they shall be able to earn a part of their wages, they get dissatisfied, discouraged, get wrong ideas of their own smartness and other's ignorance, and go away, seldom if ever to take up a new trade, but to become a knot upon the tree of human life, of no good even to themselves.

If that editor gets a good, steady boy, one who will fill the place to his satisfaction, you may look to see that boy become a man—a business man—a true man. Patient, economical, sober and industrious, he will strive to excel, to understand without repeated injunction, to get up the ladder higher every month, and when he has finished his trade he will see that some one also wants a good, steady, competent man to assist in managing a paper—to take charge of an office—to become a partner in a paying business.

It is so in every business. It wants those steady boys—boys who will come to learn—to grow up into useful men, to become energetic, rushing, bustling atoms of the business world, instead of drifted splinters of cast-away wrecks. —There is a place in this great country for every honest, industrious boy to learn a trade or do business at fair wages. It may be hard to find a position, for every day that passes only serves to make employers distrust more and more the modern youth. But let any lad with a bold heart to do right by himself and those who would afford him a chance to lift himself into manhood and competence only say as much, only put away the idea that work was never meant for him, and go plainly down and say as much to those for whom he would labor, and he will find open doors on every side. What the world wants most, and what is now the hardest to get, is "a good, steady boy."—*Detroit Free Press*.

EXAMINERS' CONVENTION.

Pursuant to the call of the State Superintendent of Public Instruction, the Convention of School Examiners held its first meeting in the Normal School building, on Tuesday, August 2, at eight p. m., and effected an organization by electing Hon. B. C. Hobbs chairman, and A. J. Johnson, Examiner of Hendricks county, Secretary.

A committee to prepare business was appointed, consisting of E. H. Staley, of Clinton county; Jesse H. Brown, Wayne; W. H. Powner, Decatur; J. L. Rippetoe, Fayette; and W. T. Stillwell, Gibson. Also a committee on resolutions was appointed, consisting of James B. Campbell, of Posey; J. M. Saunders, Boone; W. L. Little, Vermillion; A. W. Jones, Knox; and Walter S. Smith, Rush. Adjourned.

Aug. 3, 8½ A. M.—Called to order and minutes read. The Committee on Business reported the following topics for the consideration of the convention, which were adopted:

- 1 The Subject of Examinations, and of Grading Licenses.
2. Examiners' Qualifications and Compensation.
3. Teachers' Institutes, and the propriety of increasing the appropriations therefor.
4. The proper function of the State Normal School.

After two days' deliberation and discussion of the above topics, the following resolutions, reported by the committee, were adopted as the sense of the convention:

Your committee beg leave to report as follows upon the various matters presented to them:

Resolved, 1, That, in the sense of this committee, there should be a County Board of Education, consisting of the Examiner, and the several Township and other school Trustees in the county, whose duty it shall be to meet annually at the call of the Examiner; and that one of the specific duties of this Board shall be to regulate the compensation of all the teachers of the common schools for the year, and in so doing, shall pay due regard to the items embodied in resolution sixth.

2, That the Examiner should be paid three dollars per day for all office work, and five dollars per day for all field work.

3, That Sec. 35 of the School Law of Indiana be repealed.

4, That the appropriations for Institutes in the several counties of the State be equal, and not less than fifty dollars for each Institute.

5, That, in view of the relation that the Normal School sustains to the profession of teaching, it is the duty of every Examiner and school officer in the State to use his influence to induce persons who are preparing to become teachers to attend our State Normal Institute, at Terre Haute.

6, That School Examiners, in grading teachers' licenses, should discriminate in favor of those teachers who attend Normal Schools, Institutes, and Associations—other qualifications being equal.

7, That each Examiner of the State use his influence with Senators and Representatives to have such amendments of the School Law made as are suggested in the above resolutions. JAS. B. CAMPBELL, *Chairman Com.*

The following resolution, presented by Jesse H. Brown, of Wayne, was adopted:

Resolved, That the school interests of the State would be greatly promoted by such legislation as would make the office of School Examiner equivalent in duties and compensation to the office known as County Superintendent in the State of Illinois.

On motion, the convention ordered the Secretary to forward an abstract of the proceedings to the INDIANA SCHOOL JOURNAL AND TEACHER.

On motion, the convention adjourned *sine die*.

B. C. HOBBS, *Chairman*.

A. J. JOHNSON, *Secretary*.

Terre Haute, Aug. 4, 1870.

COMMENCEMENT AT HANOVER.—The Commencement exercise at this Institution passed off pleasantly and satisfactorily to all, beginning with the Baccalaureate, which we have heard well spoken of—we did not hear it—on Sunday, June 19, and closing with delivery of diplomas to the graduates on Thursday following.

On Tuesday evening, Rev. J. L. Robertson, of Cincinnati, who was to address the Society of Religious Inquiry, was not present, and by request of the Society, President Archibald supplied his place. The address seemed to give general satisfaction; if we should venture any objection, it would be that, though quite deep enough, its length was, under existing circumstances, fully in proportion to its depth.

Anniversary of the Literary Societies Wednesday evening; the oration by Rev. E. D. Morris, D. D., of Lane Theological Seminary; theme, "Catholicity as a Power in Education." A discourse of so great ability is seldom heard on such an occasion. Diplomas delivered to the graduates of the Union Literary Society, by Rev. O. S. Thompson, of St. Louis, and to those of the Philalathean Society, by Prof. H. W. Wiley, of Indianapolis. Both addresses were excellent, doing much credit to the speakers.

Wednesday evening the Society and Alumni reunions took place, calling up many reminiscences of days gone by, and giving rise to the usual number of jokes.

The Board of Trustees conferred degrees as follows: That of D. D. upon Rev. S. F. Scovel, Pittsburg, Pa.; Rev. S. C. Logan, Scranton, Pa.; Rev. W. J. McKnight, Danville, Ky. That of A. M. upon Mr. H. C. Dorwell, Springfield, Ill.; Mr. G. F. Heppard, Dr. A. W. Patterson, Rev. W. B. Chamberlain, Prof. H. W. Wiley, and Mr. W. N. Burt, of Indianapolis; Rev. W. A. Patton, Cambridge City, Ind.; J. C. Burt, Vernon, Ind.; R. L. Miller, Esq., and E. R. Monfort, Esq., Greensburg, Ind.; Mr. Preston McKinney, Corydon, Ind.; Mr. J. C. Eastman, Bellevue, Neb.

This institution confers no degrees in course, but upon the known or acknowledged merits of those who receive them. The number of graduates was ten.

The present year has been one of great prosperity to this college; with a full Faculty, and an attendance forty per cent. greater than since the war began, there has been much to encourage its friends. Present appearances

indicate a still greater addition to the number of students next year. The Board of Trustees will hold an adjourned meeting this week, when they will consider several important changes, one of which is the admission of young ladies to full privileges in the institution.

July 5, 1870.

P. M.

RICE'S MANUAL OF DEVOTION.

This little work, published in 1865, has special value now. While the enemy is saying, "Suppress the Bible," every Christian and lover of his kind, should say, "Hear ye the word of the Lord." The time must come, is coming, when this globe must be belted in zones of light, and its atmosphere be vocal with prayer. Shall we of this age help on this work? If so, by whom and by what means? Obviously the whom is the children, young hearts and young intellects; and the means, is Divine Truth.

We reach the children most conveniently and most effectively through organizations, the schools—day schools and Sabbath schools; and the truth is alike potent, whether printed in the Bible or in a school book. In either case the declaration is, "it shall not return unto me void." So says its author.

This book is a happy compilation of Scripture lessons. Bating a little too rigid adherence to the Old Testament, the author has shown rare taste and judgment. The hymns in general are in beautiful harmony with the Scripture lesson, and the prayers in harmony with both, are impressive and appropriate.

Who can estimate the purifying and uplifting tendency of this book, if its choice Scripture lessons, its beautiful hymns, and impressive prayers were daily read, sung and offered by the six hundred thousand school children of our State? Blessing on this and every other book which shall help on the day when there shall be a practical application of the injunction, "Remember thy Creator in the days of thy youth."

This book is authored by Prof. E. J. Rice, formerly of Indiana, now of Colorado, and published by Asher, Adams & Co., Indianapolis.

TRIBUTE OF RESPECT.

On the close of Professor Henry Ballentine's services in the State University, in June last, the following resolutions were unanimously adopted by the Faculty as expressive of their appreciation of him and his work:

"As Prof. Henry W. Ballentine's labors with us close, by limitation, with the end of this college year, we cannot part from our esteemed associate without expressing our high sense of the thoroughness and ability with which he has performed the work of his chair, besides cooperating with zeal in all general deliberations for the good of the University.

"We lose his efficient aid and genial companionship with unfeigned re

gret; and wish him, wherever he may select a new field for his labors, not only a choice and fruitful harvest, but also agreeable association with fellow laborers who may appreciate his worth, with the same heartfelt sentiments which dictate, from his present colleagues, these farewell words.

"The Secretary is requested to furnish a copy of the above to the Professor; also to the INDIANA SCHOOL JOURNAL, for publication."

Signed on behalf of the Faculty by President and Secretary.

FROM an article on the "Efficiency of our Country Schools," we extract the following: In the country schools a great variety is presented. The causes are various: 1. There are competent teachers who know their duty and do it. 2. There are competent teachers who know their duty but do it not. 3. There are incompetent teachers who, not knowing their duty, cannot do it. 4. There are those who go to teaching temporarily, waiting for something to turn up. 5. Neighborhood harmony or wrangling, as the case may be. 6. The interest of school officials and patrons.

This is a sound summary of causes. By way of encouragement we would say to the author, he has good thoughts, and if he will improve his literature a little, he will find a ready access to this or almost any other respectable journal. *Try again.*

THE JEWISH VIEW OF OUR FREE SCHOOL SYSTEM.—Dr. Lilienthal, of Cincinnati, a Jewish rabbi, says: "We have no sectarian Jewish school in this city. All our children go to our excellent public and high schools. These are our pride and our glory. We foster and support them as the fundamental basis of all our American institutions. Undermine and break up our free schools, and the whole fabric of our American liberties will in time crumble to pieces. The Catholic priesthood understand that very well. As they take more interest in Rome than in our republic, they cry for a division of the school fund, which is the first death-blow aimed at the schools and the country. The Jew, therefore, feels himself in duty and loyalty bound to support, at any price, the system of our free and common education."

The Catholic view is slightly different.

J. N. S., from Vigo county, writes an article bearing down on delinquent officials. From it we extract the following. He says:

Directors in some districts will not visit schools if it can be helped. Trustees in some townships have not been in certain school houses within three years to examine school furniture; and the Examiner, not having a stated day for examination, as required by law, has subjected teachers to the necessity of going "eight or ten times to be examined;" the answer being given, "I am too busy to day, I cannot attend to it."

Now, if all or half of this be true, certain officials in old Vigo need a verbal *excoriation*.

THE Trustees of the State University, at their recent session, made provision for the erection of a Gymnasium, 150x60 feet. They raised the standard for passage from class to class, consequently the standard for graduation. They provided also that classes shall be examined by some other person than the Professor instructing the class. These are steps toward higher scholarship, and 'tis well. A result will ere long be fewer studies and thinner text books. College courses are now troubled with a cumbrous *too muchness*.

IN the N. W. C. University, the following changes have taken place: Professor Brown has resigned and become editor of an agricultural paper. Scott Butler, now Professor in the Preparatory Department of the State University, has been elected to the chair of Latin, to enter upon duty one year hence. President Burgess has resigned, and President Benton, of Alliance University, Ohio, has been elected, but cannot accept because of obligations to Alliance.

AT a recent meeting of the Board of Trustees of Hanover College, Rev. G. C. Heckman, formerly pastor of the Third Presbyterian Church, Indianapolis, was elected President, vice Dr. Archibald, who resigns to take a Professorship in the Theological Seminary, Danville, Ky.

J. M. OLCOTT, formerly Superintendent of the Terre Haute schools, takes the Superintendency of the Jacksonville schools, Illinois. Salary \$1800. Mr. O. is an indefatigable worker, and an efficient Superintendent. Our best wishes go with him to his new field of labor, with the hope that it may be both pleasant and profitable.

MRS. N. N. STANDEFORD has been elected Superintendent of the Martinsville schools. Salary \$1000. She is the first woman in Indiana elected Superintendent within our knowledge. Success attend her and her work.

The world still moves. Let others prepare and go up.

CYRUS NUTT, JR., an alumnus of the State University, has been elected Superintendent of the Pendleton schools. Salary \$1000.

JOHN COOPER, long the Superintendent of the Dublin schools, resigns to accept a like position in the Winchester schools, Randolph county. Salary \$1700.

JOHN K. WALTERS, Assistant Superintendent last year in the Indianapolis schools, takes the Superintendency of the Elkhart schools, Elkhart county. Salary \$1500.

PROF. E. P. COLE, a veteran teacher in Indiana, leaves the Superintendency of the Bloomington schools, to take a like position in the Greencastle schools, Putnam county. Salary \$1200.

GEORGE W. LEE, the Superintendent of the Charlestown schools, Clarke county, has been elected to the Superintendency of the Bloomington schools, Monroe county. We have not learned whether he accepts.

WM. H. WILEY has been reelected to the Superintendency of the Terre Haute schools, and his salary increased from \$1600 to \$1800.

REV. JNO. H. MARTIN has been elected President of Moore's Hill College, vice President Harrison resigned.

THE catalogue of Stockwell Institute, Stockwell, shows an enrollment of one hundred and sixty eight. J. P. Rous, President.

THE Indiana Medical College, Indianapolis, graduated twenty seven members at last commencement. Next term opens October 18.

A NEW temperance paper, called the *Watchman*, has recently been started at Edinburgh, Prof. Jno. Moffat, editor. Mr. M. comes from Ohio with a fine reputation as a temperance speaker and writer. We welcome him. May he strike heavy and efficient blows against the monster evil, intemperance.

"TEMPERANCE IN THE PUBLIC SCHOOLS," is a four-page tract by Prof. G. W. Hoss, just published by the State Temperance Alliance. It should be distributed in every community and read by every body, especially the teachers of our State.—*Western Independent*.

THE total taxable valuation of property in Indiana is \$655,521,479. The number of polls, 251,284. The old "Public Debt" of about \$10,000,000, is about extinguished. 1871 will see Indiana proudly out of debt.

WHAT'S IN A NAME?—Four George Washingtons, five Henry Clays, and six Andrew Jacksons now reside in the Louisiana Penitentiary.

If public speakers and sermonizers would occasionally remember that there are three lines of movement in the plane of thought instead of one, they might often be quite as acceptable to their hearers. There is a lateral and downward movement as well as a forward one. These would sometimes give breadth and depth instead of so much *narrow* and *thin* length.

THE degree of A. M. was conferred on J. H. Smart, *pro merito*, by the State University at last commencement. We congratulate our brother on his honors.

THE State Normal School opens September 7. Boarding from four dollars to five dollars per week.

A MISTAKE occurred in our July issue, in the advertisement of Ezra Smith & Co. A cut of the desk of A. H. Andrews & Co. was used instead of the one that now appears in their advertisement on the third page of the cover. We regret that the mistake was made, and hope neither party were injured by it.

A B R O A D.

—Two ex-confederate officers are teaching colored schools in Texas.

—The poet Whittier has been elected Trustee in Cornell University.

—Wilmington, Delaware, employs only female teachers in her public schools.

—It is said six Professors resigned their chairs in Cornell University last commencement.

—M. Jaques Phillipe Hedge has been appointed Superintendent of Public Instruction in France.

—The last catalogue of the Polytechnic Institute, Boston, shows an enrollment of two hundred and six.

—The Parliament of Great Britain is considering a bill looking to a system of more extended public education.

—The great publishing house of Ivison, Blakeman & Co., N. Y., is said to publish twelve thousand volumes daily. Many of these are school books.

—It is said Victor Hugo is to write the life of John Brown. How the granite virtues of the old hero will look in velvety French, we do not know.

—Gen. Joseph E. Johnson has accepted the Presidency of Nashville University. Salary \$5000, which has been raised for five years, by subscriptions from friends.

—Professor G. A. Chase, formerly of Indiana, now Principal of the Girls' High School, Louisville, Ky., recently received the degree of LL. D. from the Wesleyan University, Florence, Alabama.

—Rev. B. D. Nadall, D.D., acting President of Drew Theological Seminary, N. J., died suddenly June 20. He was at one time an able and popular Professor in Asbury University, of this State.

—Professor Ira W. Allen, formerly of Lafayette, is Principal of Lake Forest Academy, Lake Forest, Ill. The sale of intoxicating liquors is prohibited by law within the limits of the township. Another golden link in the chain.

—A. C. George, D. D., in a recent address before the Illinois Wesleyan University, declares himself in favor of a National system of education instead of State systems. We have not seen Mr. George's arguments, but gravely suspect him to be a better doctor of theology than of education.

Indiana School Journal and Teacher.

Vol. XV.

OCTOBER, 1870.

No. 10.

METHODS IN MORAL EDUCATION—III.

BY PRESIDENT J. M. GREGORY, L.L. D.

I have already shown that the moral faculties are only the ordinary faculties of the mind acting in the realm of morals—the realm of the Right and the Good—and hence as susceptible of cultivation in this realm as in that of ordinary scientific truth. I have also discussed the laws

BOOK TABLE.

The publishers, oppressed as other people by the heat, had compassion on us and withheld their books. We hope to have our usual quota next month.

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I have already shown that the moral faculties are only the ordinary faculties of the mind acting in the realm of morals—the realm of the Right and the Good—and hence as susceptible of cultivation in this realm as in that of ordinary scientific truth. I have also discussed the laws for the culture or education of the moral powers as such. It remains now to take a survey of the field in which these powers act in order to gather thence the more specific and practical rules and methods in moral education.

The field of morals is the field of Duty, of the action *due*—of the *ought* or the things *owed*—of the *right* or *recta*, the things *ruled* or required—the field in short of moral law and moral government, as all these terms of our common speech imply. Duties on things *due*—*moral debts*—infer like all other debts, two parties, one who is bound to pay, and another who is entitled to receive the debt. These two parties to a moral debt must always stand related to each other as the very obligation of the debt arises out of and gathers its force from these relations. And we may add that moral relations to any being or class of beings, always imply moral obligations or duties to these beings. We may reach, therefore, a primary classification of our duties without pausing to enumerate all of them beforehand. This earliest and

simplest classification is based upon the being or classes to whom our duties are owed. Thus we have :

I. Duties to God, or our religious duties.

II. Duties to our fellow beings, or our relative and social duties; and

III. Duties to ourselves, or our personal or self-duties. In these last the man by a sort of duality both owes and receives the duties; or we may regard all self-duties as owed primarily to God, the author of our being, and of the laws of life and health.

A simple inspection of our relations to these several classes of beings will enable us to reach a convenient subdivision of these great classes of duties. Thus our duties to God or our religious duties comprise :

1. *Reverence* for Him, as our Almighty Creator and King, often called the *fear* of *God*.

2. *Faith* in God as our infinitely wise, just and good Maker and Preserver.

3. *Love* of God as our all perfect Father and Benefactor and Friend.

4. *Service* of God as our rightful Ruler and the all-wise Governor of the Universe.

These great leading duties subdivide or combine into many others, which I will not stop to enumerate, as it is not counted that our religious duties come properly among the moral institution of the public schools.

The relative duties, or those we owe to our fellow-beings, may be subdivided into those we owe to mankind and those we owe to inferior beings, as the animals. Taking the latter first, *duties* to *animals* embrace :

1. In general, a regard to their happiness in the enjoyment of the faculties God has given them; a regard that forbids us to

“Needlessly set foot on worm.”

It does not, however, require us to tolerate the presence or even the existence of a noxious animal, large or small, if that existence impairs the safety or even the comfort of man. Through all the ranks of animal life the lower is meant to administer to the higher—the brute to man.

But the right to "slay and eat," involves no right to torture or deprive needlessly of liberty or life.

2. **Special duties to the domestic animals which serve us.** These animals have been endowed by their Maker and ours with capacities and powers seemingly designed to fit them for our use, and their service may be counted as almost necessary to man's existence on the earth, or at least to his civilization and comfort. These capacities fit them for new relations into which we voluntarily bring them, and which in turn bind us to corresponding duties. Their improvement, well being, and even their existence come to depend upon their owners and masters. Care, kindness, and the instruction necessary to fit them for their service are among the most obvious and common of our duties to them. Cruelty and neglect are by all counted as wrong, and the failure of kindness and instruction are no less wrong in the eyes of all who rightly appreciate the faithful labors of their dumb servitors.

But the most interesting and important of our relative duties are those which are due to mankind. They may be easily divided into two great classes:

I. **GENERAL DUTIES**, or those which we owe to man as man, without reference to age, condition, rank or character.

II. **SPECIAL DUTIES**, or those that are due to classes and from classes, as from children to parents, from the rich to the poor, from rulers to people, &c.

The *General Duties* may all be comprehended under the two great heads of *justice* and *benevolence*. Justice comprises all that man can claim as his rights. Benevolence embraces all that he may ask from our good will for his well being.

The duties of justice to man include:

1. *Respect* due to manhood itself by virtue of its inherent worth and dignity, till forfeited by bad conduct. It exacts of us such courteous recognition of the presence of every person as every true lady or gentleman never fails to pay.

2. *Liberty* to enjoy without interference or needless trouble the free exercise of all his powers and capacities

—the freedom of his house, his property, himself, in thought, word and deed.

3. *Light or enlightenment.* Man comes into the world without experience or knowledge, and necessarily depends upon his fellow man for instruction. The duty may rest primarily upon the parent, but in the greater family of all who live at once, the duty rests upon all who have light to give it to those who have it not. Happy the world when this great social duty shall be fully recognized, and its requirements obeyed by mankind.

4. *Succor* in case of peril of life or limb. Humanity forbids us to see a fellow man perish without an honest effort to save him. The world counts him as almost a murderer who leaves his fellow man to die when he might save him.

5. *Property.* The right of property is one of the first to be recognized, and a large proportion of human law and government is devoted to its preservation. It is the duty of every man to leave his neighbor undisturbed in the enjoyment of his property, and if necessary, even to help him preserve it.

The duties of benevolence include :

1. *Kindness*, to be exhibited in the tokens of good will shown in the better forms of courtesy.

2. *Society*, such as the character and social condition of the two parties may render desirable.

3. *Co-operation*, in the common affairs of society, and in such enterprizes as depend for their effect on the union of several people. This right is natural, not simply acquired, and is sacred until forfeited.

4. *Sympathy*, both in joy and sorrow. "Weep with those that weep and rejoice with those who do rejoice." The power of sympathy is the richest and most effective agency for the mitigation of sorrow and the promotion of happiness on earth. It is the secret electric current which warms, thrills, vivifies the common nature of mankind; the silent but resistless cohesive force which draws into solid society the great company of souls that would otherwise fly asunder as the star dust of the thin and

cheerless nebulae. To shut man off utterly from all sympathy of his fellow men would be to imprison him in a living dungeon; and deny him all possibility of happiness.

5. *Love.* "*Thou shalt love thy neighbor as thyself,*" said one whose loving example affords us the most splendid portraiture of duty. It would be easy to show by an appeal to the common heart of humanity that no duty reaches so deep or so high as this. The first and last hunger of the heart of man, till prevented utterly, is for the love of his kind. A hundred forms of social duty stand arrayed in rank under this one; or rather all other duties are but parts of this. "He that loves fulfills the whole law. In that beautiful poem, "*Abou Ben Adhem,*" when the angel failed to find the hero's name among those who loved God:

———"Abou spoke more low,
But cheerily still; and said, "I pray thee then,
Write me as one that loves his fellow men."
The angel wrote and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blessed—
And lo! Ben Adhem's name led all the rest."

The Bible itself gives license to the poet's view when it asks: "If a man loves not his brother whom he has seen, how shall he love God whom he has not seen?"

I pause here, remarking how broad this field of relative duties already shown. How many and varied and important the lessons it affords to the teacher who would teach morals. But the field that lies beyond is still broader; and I wait to explore that in another article before offering the suggestions I have to make upon the practical methods in moral education.

LATIN PRONUNCIATION—WHAT SHOULD IT BE?

[A paper read before the *Indiana State College Association*, by LEWIS L. ROGERS, A. M., Professor of Latin Literature, Indiana Asbury University, Greencastle, Indiana.]

Latin Pronunciation—What Should it Be? It should be the pronunciation employed by Cicero, Cæsar, Virgil and Horace. But as that can not be absolutely determined, the educated world should secure the nearest approximation, to be determined by the facts and evidence to which they have access. We do not propose to discuss the necessity and importance of *uniformity* in pronunciation, for the opinions we heard expressed at the session of the *Indiana College Association*, and later, at the meeting of the *American Philological Association*, show that upon this point there is no difference of opinion.

The question, then, is simply reduced to this: "What system shall we adopt?" To this question we shall modestly attempt an answer, asserting at the outset that in our earnest search after the *truth* we have availed ourselves of all the aids, both classical and otherwise, to which we could possibly find access.

Of the various systems of pronunciation which may be characterized as *national*, the so-called *English method* departs most widely from the Roman, and is directly at war with the structure and genius of the Latin language. The nations of the continent of Europe have "galvanized the corpse of this dead old speech into convulsions generally similar," yet the *combination of the German vowel sounds with the English diphthongal and consonant sounds* does not constitute THE continental, or, indeed, ANY continental, system. The term *continental* is a misnomer, for each nation of the continent, German, French, Italian and Spanish, has its own peculiarities of pronunciation, formed by the national taste and prejudices. If Cicero, (pronounced *Kee-kay-ro*,) the noble old Roman orator,

should appear in the forum to-day, he would be led to imagine that some *upstart* had entirely supplanted him in the affections of the civic crowd, for how could he know that *Tsheet-say-ro* meant himself? In France he would find that the great Tully's fame had been obscured by a later luminary, *See-say-ro*, and across the channel by still another rivaling glory, that of *Sis-e-ro*.

These inconsistencies, especially upon the part of the English, have arisen from "the disrespectful teaching that, as the Latin is a dead language, it does not signify whether or not its beautiful corpse be mentioned in tones of common decency," and with the less excuse, for, although the Latin ceased to be a living language over twelve hundred years ago, yet the writings of the grammarians contain such elaborate discussions in respect to the sounds of the letters, (noticing, indeed, *every variation* of the vowel sounds, describing the force of each letter, and the exact positions of the organ in their enunciation,) that the *Roman pronunciation* can be ascertained to a degree of certainty beyond what would seem, all things considered, possible. Considering the exhaustive treatment of the subject by the grammarians, "*their failure to notice so remarkable an irregularity as the use of ONE character to denote totally distinct sounds, is, in itself, conclusive proof that no such irregularity existed.*" In addition to this *direct* evidence, the *incidental* proofs found in other writings are almost innumerable and always in harmony with the grammarians and rhetoricians. We present the following as a scheme of the Roman vowels:

Ă has the sound of *a* in *ăh* or *ărt*.

Ā has the sound of *a* in *āh* or *fār*.

Ē has the sound of *a* in *māte* or *eight*.

Ē has the sound of *a* in *lāne* or *vein*.

Ī has the sound of *ee* in *fēet*.

Ī has the sound of *ee* *flee*.

Ō has the sound of *o* in *ōbey* or *nōte*.

Ō has the sound of *o* in *mōan* or *tōne*.

Ū has the sound of *oo* in *bōot*, or *ū* in *pūll*.

Ū has the sound of *oo* in *mōon* or *ōoze*.

The sound we have given to *a* is in full agreement with the statements of Quintilian, Priscian, Terentianus, Victorinus Afer and Capella, who speak of the vowel as being uttered, *ricu patulo, hiatu oris*, &c., &c. The sound of the vowel *e* is heard, according to Varro, in the cry of the sheep, and is wholly unlike the English *e*. Victorinus describes the vowel *i* as being made with the mouth nearly closed, and was considered by both Greeks and Romans as identical with the Greek *i*, (iota,) which, according to Pennington, "was sounded like the *e* in *mete*. The English word *seat* retains the force of the Latin *situs*, (*seet-us*), from which it is derived. When *long*, according to Pennington, the Latin *o* agrees with the Greek ω , (omega,) and when *short*, with the Greek *o*, (omikron,) in forming which Dionysius, of Halicarnassus, says: "the mouth is rounded, and the lips disposed in a circle, and the breath strikes upon the extremity of the lips." The sound of *o* in *not* was unknown to the Greek, Latin, German, &c. Capella describes the vowel *u* as being formed with the lips not only rounded, but protruded, and has *invariably* the sound of *oo*, long or short, *never* that of the English *you*. The Greeks in transferring Latin proper names always substituted *ou* for the *u*, and the Romans employed *u* to represent *ou*.

DIPHTHONGS.

According to Priscian, a diphthong is a union of two vowels, *both of which are sounded*. The difference, for example, between *ai* as a diphthong and as a dissyllable is that in the former instance it is uttered with *one* and in the latter with *two* emissions of the voice.

ae or *ai* is sounded like the English adverb *ay*.

au has the sound of *ow* in *now*.

oe or *oi* has the sound of *oi* in *Stoic*, or *oe* in *co-eval*.

Ui, which most of our grammarians treat as a diphthong, is improperly so considered, for, placing the stress of voice upon the first vowel, we have *oo-ee*, a dissyllable; on the second, if that were possible, and we have *we*, no longer a diphthong, the sound of one of the vowels being lost.

CONSONANTS.

With respect to the consonants, the differences between the *true* Roman and the English systems are limited mainly to the characters *c*, *g*, *qu*, *j*, *s*, and *t*.

The letter *c*, corresponding in the original Roman alphabet to the Greek γ , (gamma,) was at a very early period in the history of the language hardened into the sound of *k*, and has taken the place of *k* in all the words of the language, with one or two exceptions. Zumpt, whose authority all will acknowledge, says: "The Romans, as far as we can ascertain, *always* pronounced *c* like *k*, and the Greeks, in their intercourse with the Romans, did not hear any other pronunciation."

In the interchange of words the Greeks used κ (kappa) for the Roman *c*, and conversely, the Romans substituted *c* for κ (kappa) when Latinizing Greek words. Suidas, in speaking the *c* worn on the shoes of the Roman senators, calls it τὸ Ρωμαϊκὸν κάππα.

The letter *g* was *invariably* guttural in its force, and without dwelling upon the proof, we will state as a rule that

c is always sounded like *k*, and
g is always hard, as *g* in *get*.

This leads us to pronounce Cicero, Kik-e-ro; Cæsar, Kai-sar; Scipio, Skip-i-o; then let us do so, even against the dictum of Brother Jonathan, John Bull, or Monsieur Nong-tong-paw. Let us learn things (and words are things) right, and if not just right, as nearly right as may be.

The combination *qu* in the classical period represented *invariably* a simple consonant sound, never created *posi-*

tion, was often interchanged with *c*, and had, according to the grammarians, the same sound with *c* and *k*. For example, *quum* and *cum*, *quotidie* and *cotidie*, *loquutus* and *locutus*, &c., &c. We, therefore, affirm that *c*, *k*, and *qu* were identical in power and exactly similar in sound. This we state upon the authority of Priscian, Book 1st, Chapter iv. See also Donatus, Victorinus, Quintilian, &c.

S is always a sharp sibilant, and never has the sound of *z*. The Latin numeral *tres*, being pronounced *trace*, *t* always preserved its pure sound; thus, *artium* is not to be pronounced *ar-shee-um*, but *ar-ti-um*; *ratio* not *ra-she-o*, but *ra-ti-o*.

J and *I* are essentially the same character, thus, *jam* or *iam*. To elaborate these would, however, in our opinion, reflect upon the attainments of those whom we expect to be most interested in this subject, and we forbear.

If the evidence we have presented were entirely wanting, and if the system of pronunciation we urge were a theory, still it is preferable to the so-called English method, the utter incompatibility of which with the proper quantity of Latin words ought to determine its rejection. Indeed, we venture to go so far as to assert that it is impossible, in many instances, to scan Latin verse by the English system. For example, "Sed quamquam in magnus opibus plumave paterna," by the English method of scanning gives us—

Sed quam | qu' in mag | nis opi | bus plum | avē pa | ter-
na.

Also, "Multa quoque et bello passus dum conderet urbem," gives us—

Multā quō | qu' et bel | lō pas | sus dum | cōdērēt
urbem.

The pronunciation of the two verses gives us in the first verse "quin," in the second foot, which word does not occur, and which would destroy the sense of the clause; in

the next instance we have clearly "quet," in the second foot, which is simply nonsense. Now change the orthography, for the purpose of illustrating to the eye the proper sound, and we have—

Sed kamk' | in mag | nees opī | boos ploom | avē pa | terna,
Moolta kōk' | et bel | lo pas | soos doom | cōndērēt | oorbēm,

something which we think the Roman poet *might* recognize as scratched by his stylus in his moments of inspiration. The false method simply gives us the proper number of feet; the syllables of the foot are used as long or short, according to the demands of the case, and rythm (?) is secured by a monotonous cadence, resulting in nothing more nor less than completely ignoring *quantity*, and basing the scansion of Latin verse, like that of English, upon *accent*.

This is a brief and necessarily imperfect presentation of the ROMANIC SYSTEM, as we may call it, which has already been adopted by some of the most famous universities of the continent, and by a few of the literary institutions of our own country. The serious evils attending the want of a uniform system, and the absurdities of the prevailing systems, clamor for correction, and we offer compromise ground; not that we would yield any principle of the system we advocate, but rather that, upon *investigation*, scholars will accept the ROMANIC as THE system of vital importance to the dignity, the value, and the progress of Latin Philology.

This system claims adoption because it is authorized by the Roman grammarians; because it is simple, regular and philosophical; because it is euphonious and beautiful; because the etymology of words is always accurately preserved; because it is the only system by which Latin verse can be correctly scanned; because *comparative philology*, now rising to the dignity of a science, is immensely facilitated. "To accomplish this, we believe it is only necessary, as Lipsius predicts, 'Audeat enim una

aliqua (gens) et omnes audient,' "for as we become familiar with the true system, we shall love and prize it.' We shall appreciate, as we have never done before, the real majesty of the Latin language, the true dignity and power of Roman eloquence, the genuine harmonies and smoothly flowing numbers of Roman verse.

CHEMISTRY OF THE HUMAN BODY.

If we could subject the body of an adult person, weighing one hundred and fifty-four pounds, to the process of chemical analysis, and then set down the results in the usual way, it would read about as follows:

	Pounds.	Ounces.	Grains.
Oxygen	111	0	0
Hydrogen	14	0	0
Carbon ..	21	0	0
Nitrogen	3	8	0
Phosphorus.....	1	12	190
Calcium	2	0	0
Sulphur	0	2	219
Fluorine.....	0	2	0
Chlorine.....	0	2	47
Sodium.....	0	2	116
Iron.....	0	0	100
Potassium.....	0	0	290
Magnesium.....	0	0	12
Silicon	0	0	2
	154	0	0

The oxygen and hydrogen, for the most part, are combined in the body in the form of water; of this compound there would be about one hundred and ten pounds. The carbon is mainly contained in the fat; the phosphorus and calcium exist in the bones; the other minerals, in the juices of the flesh and in the blood. Of course the statements as given are but a rude approximation to the truth, but they are, nevertheless, sufficiently exact to afford a tolerably correct idea of the nature of the substan-

ces, and the amounts which enter into the human organization.

From this presentation, it will be seen that the body holds sufficient water at all times—about fourteen gallons—to drown the individual, if it were contained in a suitable vessel. Under ordinary circumstances six pints of this water leave the system each day. If we drink largely, of course an increased quantity is eliminated through the excretory organs. This liquid finds its way into the system through the food and drink. Considerably more than half the bulk of all the bread, meat, and vegetables used as food, is water. There is no other substance but water which remains unchanged after entering the body. Under the terribly destructive influence of vital chemical action, all other agents and bodies are torn asunder, and from their elements are formed new compounds of most strange and complex natures; water flows through our life as it flows from mountain cataracts and meadow springs, unchanged and unchangeable, save in its physical aspects and condition. It is made capable of holding in solution all the nutrient and effete principles which enter or are rejected from the human organization, and it is the medium through which it is built up and torn down. Life and death are alike dependent upon its agency.

Of phosphorus, every adult person carries enough—one and three-fourths pounds—about with him in his body, to make at least four thousand of the ordinary two-cent packages of friction matches, but he does not have quite sulphur enough to complete that quantity of the little incendiary combustibles. This phosphorus exists in the bones and in the brain, and is one of the most important constituents in the body. Every school-boy is acquainted with those strange metals, sodium and potassium, for he has seen them flash into a brilliant flame when thrown upon water. The body contains two and one-fourth ounces of the former, and a half ounce of the latter metal; enough for all needed experimental purposes in the schools of a large city. The twelve grains of magnesium would be ample in quantity to form the “silver

rain " for a dozen rockets, or enough to create a light, which under favorable conditions could be seen for a distance of twenty miles.

Our analysis disproves the old vulgar notion, that the blood of ten men contains iron enough to form a plow-share. The one hundred grains of metallic iron found in the blood of a healthy adult would be sufficient to make a good-sized penknife blade, but no useful instrument of a larger size. There is one important element associated with iron in the blood, which does not appear in the "analysis," and that is manganese. This element has not been recognized until a comparatively recent date, and its importance has been strangely overlooked. At a future time, under the medical head, we shall call attention to its important therapeutical relationships.

Probably no fact in medical or chemical science is more widely understood than that there "is iron in the blood." As a fact it is no more remarkable than that this fluid holds potassium or sodium, or that the brain is permeated with phosphorus. The popular curiosity and interest regarding iron as it exists in the circulation, have been excited by the venders of quack remedies alleged to contain some combination of the element. While there is much that is very absurd in the statements popularly presented, it is impossible to overlook the importance to the well-being of the individual of the few grains of iron found in the blood. If the quantity is diminished from any cause, the whole economy suffers serious derangement. We have reasons to believe that when the normal quantity (about one hundred grains) is reduced ten per cent. the system is sensibly affected, and the health suffers. How sensitive to all the chemical reactions going on within and around, is this complex machine which we call the body!

But iron, among the mineral constituents of the body, does not stand alone in its important relationship. The metals exist combined with other bodies, or they are locked up in the form of salts, which are vital to the economy. There are five pounds of phosphate of lime, one of carbonate of lime, three ounces of fluoride of cal-

cium, three and a half ounces of common salt, all of which have important offices to fill. Not one of them must fall in quantity below the normal standard. If the lime fails, the bones give way; if salt is withheld, the blood suffers, and digestion is impaired; if phosphorus is sparingly furnished, the mind is weakened, and the tendency is toward idiocy.

Whence do we obtain these extraordinary metals and mineral substances which are diffused through the body? It is certain that among the dishes found upon our tables none contain phosphorus, lime, iron, or magnesium, in their isolated condition. In the food we daily consume these minerals are found, and they constitute a part of the materials of its structure. A pound of wheat, of which we make our bread, holds a quarter of an ounce of mineral substances; a pound of potatoes contains the eighth of an ounce; cabbages, lettuce, apples, pears, strawberries, etc., also contain considerable quantities. Beef and other meats contain about four pounds of minerals in each hundred, and in the juices there are certain remarkable agents which are crystallizable, which have an alkaline reaction, and which unite with acids to form salts. These are creatine, creatinine, osmazome, etc. We hardly know where to class these agents, but they are undoubtedly of the highest importance in nourishing our bodies.

In case of deficiency of mineral compounds in the economy, it is possible to supply a part of them by the use of the substances themselves, but there are others which can enter only through the food.

Common salt—chloride of sodium—furnishes directly and readily the sodium salts and compounds. Iron can be supplied to the blood by administering it in various forms and combinations, or by giving the pure metal in powder.

Perhaps lime in some of its soluble forms is assimilable, and the same may also be said of phosphorus, as held in the weaker chemical combinations, as is hypophosphorus acid, and in the alkaline hypophosphite salts. If invalids who need the lime and phosphorus compounds

would use whole wheat bread, they would secure the mineral food in a perfectly natural way. In the outer covering of the wheat berry, for some good reason, those elements are mainly stored up, and if we sift out and throw away the bran, we deprive ourselves of the most essential portion of the grain.

In the extract of beef, or in the isolated juice of beef, are found enormous quantities of minerals in a perfectly assimilable condition. In one hundred pounds of good dry extract of beef, made by evaporating the juices, there are contained twenty-one pounds of the most important agents needed in the animal economy. We would suggest to physicians and invalids the use of this beef extract in all cases where the system is suffering from deficient nutrition, or where there is any weakening of the vital powers through an insufficient supply of the mineral or nutritive agents essential to perfect health.—*Boston Journal of Chemistry*.

NOTES OF EUROPEAN TRAVEL.—VI.

BY MRS. J. G. KINLEY.

Upon arriving at the station our first care was to secure a hotel. We then sallied out to see the castle. On our way we passed an old ruin, once the palace of the Earl of Mar, which still bears some of his armorial ensigns, that carry us back in thought to those feudal times when war was a pastime. The castle stands on an elevation 220 feet above the town, and commands an extensive view, which includes the Pentland, Ochil, and Campsie hills, and the battlefields of Bannockburn and Falkirk. The Palace of James V and his Queen, Mary of Guise, is in the castle, and a garrulous old woman stood ready to show us the room where the King assassinated Douglas, and threw his body out of a window, beneath which, she averred, his bones were found not many years since by some workmen. Walking upon the battlements a stone

seat near a loop hole was pointed out as the place where Mary used to sit and watch the tournaments and feats of chivalry performed by noble lords and belted knights in the yard below. The initials M. S. cut in the stone are revered by many a Scotsman. In the chapel she was crowned Queen of Scots, and her son James VI was baptized there. A dark, dank dungeon is shown where,

“——Motionless and moanless drew,
His parting breath, stout Roderick Dhu!”—

while old Allan chanted in his dying ear, the picture of the battle that laid forever in the dust the proud clan of Alpine's prime. Near the castle is Heading Hill, where many a victim of royal displeasure expiated his offences by a bloody death. Every spot about Stirling is rich in historic events. Within the range of vision from Castle Hill the Romans encamped and Wallace defeated and humbled Edward I. Here also Bruce routed Edward II, and established the freedom of Scotland, by the ever memorable battle of Bannockburn. Antique and venerable, the castle overlooks a country hallowed with memories of Scottish history, whose actors have long since passed away. All the morning we roamed among the varied remains of another time and age, leaving in the afternoon for Edinburgh.

This city, so full of poetic and romantic interest, is situated on the Frith of Forth, two miles from the sea, and contains about 150,000 inhabitants. Its ancient name is said by some historians to have been Edwinesburgh, from Edwin, King of Northumbria, who reigned in 617 over the southern portion of Scotland, while others assert that it derived its name from the Gaelic Dun-Edin (face of the hill). It stands upon three ridges, the middle ridge being the far-famed Canongate. Our first feat was to climb Calton Hill, from which we obtained a magnificent view of the city and suburbs. Many monuments adorn its summit, and the observatory here finds a fitting place. The National Monument, built after the design of the Parthenon at Athens, is still unfinished. Sitting down upon a seat, we gazed upon the Pent-

land Hills, Lammermoor, Holy Rood, Arthur's Seat and Salisbury Crags, until the sun set in gorgeous loveliness behind the hills of Rob Roy and Roderick Dhu. Returning in the mellow sunset glow we paused at the splendid Gothic monument, erected in honor of Sir Walter Scott. Among the statues adorning the niches we recognized the "Last Minstrel," who was just tuning his harp for his last lay, and Meg Merrilies, breaking the sapling over the head of Lucy Bertram. There stood also the "Lady of the Lake," as Scott so gloriously pictured her. A fine statue of Sir Walter with his dog Bevis by his side, filled us with dear memories of his inimitable tales and legends. Who shall immortalize our country as Scott has his?

Twilight shadows settled darkly about us ere we left the spot, and we could hardly be reconciled to the night's rest which must intervene before we could see Holy Rood. Early the next morning we were astir, but learned that we could not see the Palace until noon, so we smothered our disappointment, and consumed our time on other objects. We drove through the streets to see the tall houses, some of them being ten stories high, and passed the church where "Bonnie Annie Laurie" was married, halting to see the old house where John Knox used to live. It was a quaint looking old structure, covered with texts of scripture and images of saints, angels and cherubs. His bones repose in the street, and the spot is marked by a cross. They were interred in the cemetery, but cutting a street through, it so happened, it ran over his grave. I fancy his spirit scolded some at such a rude act, that is supposing his spirit to have retained any of its old inclinations. Riding on, we paused at the heart of Mid Lothian, a heart of stone, making part of the street pavement. Winding our way up the hill, the Castle allured our footsteps and we entered its massive gates. It stands on a basaltic rock containing an area of seven acres, and is three hundred and eighty-three feet above the sea level. It has been the royal residence of many kings, suffering sieges and capture, and has a world of history con-

nected with it, that makes it interesting to travelers. Here were the rooms where Mary of Guise died, and her daughter Mary, Queen of Scots, gave birth to Henry VI. Here was the window where the eight days old baby, Henry, was let down in a basket, when he was stolen from his mother's arms. A beautiful portrait of Mary, taken when she was eighteen, hangs in the room, and beside it the smirking face of her husband Darnley. The portrait of the plotting Bothwell also holds a place in that cabinet of faces, and the pinched, puckered, thin-lipped face of Queen Elizabeth, with her long, slender, pipe-stem waist, made rather an unfortunate appearance beside the magnificent and singularly sweet beauty of her victim and sister Queen. While gazing upon the tender, girlish face of Mary we found it difficult to believe the many atrocious things said of her, and we left the room feeling that she had been more "sinned against than sinning." It was hard to keep from calling Elizabeth a coquetting, jealous old maid while scanning her picture, so frightfully disfigured by ornaments and the *fixed up* style of dress. Irresistibly we gave our hearts to the unfortunate Mary; and buying a little picture of her, we followed our guide up stairs to see the Regalia of Scotland, which comprises the crown, sceptre, and other valuables. They were for a long time hidden, and were discovered in an old chest in the room they now occupy. The crown is of red velvet, studded with diamonds, and is a very heavy, unartistic affair. We duly inspected the sword, sceptre, and other antique relics, and gave our last look at the superb imitation of the far famed Koh-i-noor, then, followed by the police, we rushed down stairs. These worthies no doubt felt quite relieved when we were safely out of the crown room, and none of the treasures were missing. Little temptation that faded old crown presented, if the thief were obliged to wear it; and I can not imagine what earthly use the other trinkets could be put to by plain matter-of-fact Yankees. Followed by one of her Majesty's bare-legged Highlanders, we went out on the battlements to salute Mons Meg, as it could not perform

that service for us, having bursted itself in its last efforts to salute James II, in 1682. Our late war produced larger cannon than this old relic of antiquity, but its historic associations render it famous.

Leaving the Castle we rode along the Canongate and alighted to be shown the exact spot where Darnley was blown up. I whispered to the guide that he deserved a blowing up, to which he assented, and so the matter was settled that he only got his just deserts. After walking through the Parliament House, we peeped into the dissecting room of the Medical College (I hope we shall obtain forgiveness for that last offense) and then went into John Knox's old church. Mounting the pulpit, I tried to imagine how the sturdy old ranter felt. While engaged in these pious meditations I heard a lady whose voice was unmistakably American, asking who this "John Knox was." She thought she had heard of him somewhere, but was not quite sure. Something like a smile was heard, felt or seen in that pulpit, and my reflections ended with a desire to throw his old cushions at her head by way of enlightenment. Perhaps his spirit influenced me in that last matter!

Our next move took us to Abbey and Palace of Holy Rood. The Abbey was founded by David I, in 1128, and is a roofless ruin. Within its sacred precincts repose many of Scotland's illustrious dead, among whom are James V and his Queen. But the saddest, sorrowfullest sight of all, is that part of Holy Rood Palace used by Queen Mary during her troublesome and stormy reign. There were her rooms just as she left them, and her bed with its decaying velvet covering stands as it did the last time she slept in that ill-fated chamber, more than three hundred years ago. The chairs, faded and worn by time, are grouped about the bed, and upon a little table stands her work-box and unfinished work which she left so long ago. The tapestried walls, the work of her beautiful fingers, assisted by her four Marys, are no longer beautiful. The long ages have dimmed the brilliant colors, but the twilight of her memory is woven in every stitch. A large red stain upon the floor is said to

be the blood of the murdered Rizzio, slain while clinging to her garments for protection, by the instigation of Darnley. Darnley's room remains the same as of old, and the same pictures adorn the walls. The stone stairs leading to Mary's chambers, are worn into hollows by the feet of visitors, and the solid oak floors have been repaired many times, since the immortal occupants made these rooms so famous. One wing of the Palace has been somewhat modernized, and is in good repair. It is occupied by Queen Victoria when she visits Edinburgh.

On Sunday we took an extended drive, and rode round Arthur's Seat on the magnificent Victoria road, passing St. Anthony's Well, from which we refreshed ourselves with pure cold water. From Salisbury Crags we had a glorious view of the country and adjacent hills. On our return we passed Jeannie Dean's Cottage and rode over Dumbdie-dikes road. Towards evening we left Edinburgh, the city of so many strange and thrilling wonders in a feudal age, whose history is coeval with the Norman Conquest, and whose churches have resounded with denunciations of popery hurled by John Knox and his brother reformers.

Our ride to York was through rich fields of waving grain, which skirt the German Ocean, and occasional views of its heaving bosom made our journey one of delight. We staid all night at York and in the morning rode through a drizzling rain to see the Minster and other famous buildings. The climate in this region is nearly always out of humor, and ready to weep at short notice. It seldom pours down a torrent, but has a mean way of drizzling, that is hard on tempers as well as dresses, so at noon we shook the mud from our feet and departed for Leamington, a fashionable watering place (we had found all places more or less watery), preferring, if we had to take a water-cure treatment, to have it fashionably administered. We employed our few remaining hours of sunlight, (for he had by this time got the better of the rain, and was shining as brilliantly as ever,) in walking through the Public

Garden and other delightful places of resort for fashionable invalids. The river Leam, a beautiful stream, goes meandering through the town, and we lingered along its banks until twilight deepened into shadow, then went to our hotel to dream of Kenilworth. In the morning we took a carriage for the memorable old Castle, one of the things my soul had long desired to see. Here stood the ruins ivy-crowned and grand in decay. Here the walls of the Great Banqueting Hall where Leicester feasted his royal mistress, all festooned in regal splendor with its ever clinging vines, and here the gardens where Amy Robsart discovered herself to the Queen. The rooms of Elizabeth were in ruins as well as poor Amy's tower, where she indited her love letter to her husband, the proud, aspiring Earl of Leicester. The stone steps leading to this tower are worn into holes, showing how well Sir Walter Scott has immortalized this venerable pile. As I mounted its summit I half expected to see the unsuspecting and ill-used Amy sealing her letter with true lover's knot.

In the dungeons below, the grates and bars bear witness of the barbarity of the times, through which the Castle has passed. Over all the ivy has spread its clinging, wavy foliage, thus glorifying this magnificent though roofless structure, so memorable in history, so romantic in fiction.

UTOPIA.

SIR THOMAS MORE, the celebrated Chancellor of England in the time of Henry VIII., wrote a political romance under the title of *Utopia*, which gained him much renown among scholars. Of course, from the title, we are led to conclude that much of the staple of his production was derived from his imagination. We have no knowledge of this work, but were we to indulge our fancy, and attempt to portray the character and condition of a nation as it ought to be, and would be, if just notions of education could be made universal, a scene of loveliness

would indeed pass before our mental vision. Indeed, it is to be feared that many of the eulogiums which we hear or read, concerning national education, deal largely in imagination. The term itself, "National Education," is adapted to excite the fancy, and raise an ideal form of beauty in the mind of every one, who enters into the true conception of what education really is, and what would be the grand results if it were made in its true nature, national. When our minds are kindled with these growing conceptions, and we begin to be lost in the magnificence of the view, our emotions are greatly repressed as we look around us, by the striking contrast which everywhere appears. We feel like the Hibernian in England, some years ago, who in descanting on Education, quoted the famous declaration of Lord Brougham—"the school-master is abroad in the land"—but added in his peculiar style, "that it had been his misfortune not to fall in with him." We are not insensible to the many excellencies that here and there may be discerned in our forms of instruction, but we must visit Utopia to see a complete system of National Education consistently carried out.

Everything depends upon the stand-point that we take in observing the varied scenery of nature. When you fix your position upon some commanding eminence and take an extended survey of some beautiful landscape, you may drink in with delight the scene before you, but you can not describe accurately a single natural object. Your position is too exalted, your emotions too refined for that. Earth and sky, hill and dale, fruit and flower, the running brook, the winding stream, the majestic river, the lofty mountain, the cattle ranging upon a thousand hills, may all appeal to our æsthetic nature, and fill us with pure enjoyment. But our æsthetic nature is only a part of us, and its highest cultivation leaves us unfit for our common every-day life-work. We must come down from our high position, repress our enthusiasm, take a minute view of the objects around us, and see what we may see in every department of nature, and thus become prepared to act intelligently our part in the great work of human life.

Still, such a survey must and will have an inspiring influence upon us to quicken into active energy all the springs and powers of our nature. It has been said of the celebrated Niebuhr, that after many years he could shut himself up in his study, and by the power of his imagination reproduce every scene through which he had passed in his long life, and depict it as vividly as on the day he beheld it. What a wonderful power! It is almost beyond belief. Yet the being, man, in the lowest view that we can take of him, is wonderful. We have not yet attained to the full conception of his exalted character. We must visit Utopia, study its internal economy, and see how the spirit of the people gives life and animation to all forms of national life. We have lately returned from such a visit and survey; yet all we dare attempt is to give a few cursory notes of travel through this delightful region.

Utopia is a republic in its form of government, but it is not so much this as the spirit of the people that constitutes the glory of the land. Its fundamental principles of education and government are similar to those found in the model republic of the United States of America; but unlike that inconsistent people, the Utopians enthrone their fundamental law in the bosoms of the people, and carry it out in every possible form of judicious application. They claim no originality for their organic law; but they insist upon it that they are the only people under the sun who consistently carry it out in all the forms of their social and national life. Their position is, Mind is supreme and must be kept supreme. The world exists for mind. Society is organized for mind. Governments are formed and sustained for mind. All material agencies, all secular enterprises, all human pursuits are subordinate to mind. "Mind, mind alone, bear witness earth and heaven, the living fountain in itself contains of beauteous and sublime; here hand in hand sit paramount the graces." The Utopians maintain that in Great Britain, whose people regard themselves as the special "guardians of civilization," and even in the United States of America, whose national characteristics are

in many respects worthy of admiration, this exalted sentiment is considered as mere poetry, and like poetry itself, a beautiful fiction. They themselves believe that poetry is truth, as well as beauty, and they have found it a glorious reality in the nature and workings of their institutions.

In Utopia there are three divine institutes of education for the people, containing the gems of priceless and untold blessings to man—the family, the church, the state. They believe that all are divinely ordained, in their separate spheres of beneficent action, have the sanction of divine authority, and in their appropriate workings are crowned with the divine blessing. There are no collisions between these three beneficent forces. Each understands its functions. All harmoniously combine to elevate man's nature, remove the evils of society, and the causes of national disruption and decay. The family aids the church, the church aids the state, and the state reciprocates and extends its protection to both. Although there is no organic connection between church and state, yet such is the unity of the nation, and such its practical thoroughness, that as the families are, so the church is, and as the church and families are, so the state is. The elevation of the physical over the mental and moral, so common in modern times, in most countries, is not to be found in Utopia. Here mind, morals, manners, intellectual and moral culture, are not only theoretically but really the basis of all their institutions, usages and laws. Individual character, the family relation and society in its social phases, and public institutions, all take such a form as illustrates the true philosophy of man—an embodied spirit—limited indeed in its nature, yet capable of indefinite and vast enlargement and exaltation. The true philosophy of man in his complex nature and varied relations, with his appetites and passions, reflection, memory, sensibilities, affections, and his wondrous powers of reason and conscience, is the standard of its whole people, and diffuses vitality and vigor in all forms of private and public life. Man, according to the exalted

creed of the Utopians, is a cogitative, rational, emotional, active, immortal being—sustaining varied and high relations, and called to the exercise of eminent virtues. From this exalted character and these high relations, they deduce as a fundamental principle, that mind and morals, intellectual and moral pursuits, are to be elevated and kept above all material interests and things. They claim that their country is the only region where the exalted science of Anthropology is understood, appreciated, and practically adopted as the essential elements of national weal and perpetuity. It is to this they trace their eminent superiority.

The government authorities in Utopia are enlightened and liberal. One thirty-sixth part of all the public land is appropriated by their Congress to educational purposes. The public lands are divided into townships of six square miles. Every township is divided into thirty-six sections, each a mile square. One section in each township is reserved and given in perpetuity for the benefit of common schools in that township. The total appropriations of public lands by Congress for educational purposes, is in round numbers about fifty-three million of acres. Estimating the value of these lands at the exceedingly low price of ten dollars per acre, it makes the amount of national appropriation about five hundred and thirty million of dollars. This is not peculiar to Utopia, for a similar provision has been made in the legislation of the model Republic of the United States of America. But what is peculiar to Utopia, is that this liberal national appropriation is met by an equally liberal spirit among the people. State colleges, institutes, and normal schools, church schools and private schools, everywhere are found in excellent working order. State Superintendents of Instruction, aided by competent assistants in every county as ministers of flaming fire, traverse the length and breadth of the land—giving the people facts and figures, principles and motives, to enlighten the public mind and direct the public energies in education. It is no uncommon thing to see the presidents of their col-

leges and State Universities, and their professors of all kinds, leave their professorial chairs, and give popular lectures to the people in all the villages and towns through the land.

MELANCTHON.

THE POWER OF WORDS.

THE knowledge of words is not an elegant accomplishment only, not a luxury, but a necessity, of the cultivated man. It is necessary not only to him who would express himself, but to him who would *think* with precision and effect. There is, indeed, no higher proof of thorough and accurate culture, than the fact that a writer, instead of employing words loosely and at haphazard, chooses only those which are the exact vesture of his thought. As he only can be called a well-dressed man whose clothes just fit him, being neither small and shrunken nor loose and baggy, so it is the first characteristic of a good style that the words fit close to the ideas. They will be neither too big here, hanging like a giant's robe on the limbs of a dwarf, nor too small there, like a boy's garments into which a man has painfully squeezed himself; but will be the exact correspondents and perfect exponents of his thought. Between most synonymous words a careful writer will have a choice; for, strictly speaking, there are no synonyms in a language, the most closely resembling and apparently equivalent terms having some nice shade of distinction—a fine illustration of which is found in Ben. Jonson's line, "Men may *securely* sin, but *safely* never;" and again, in the reply with which Sidney Smith used to meet the cant about popular education in England: "Pooh, pooh! it is the worst *educated* country in the world, I grant you; but it is the best *instructed*." William Pitt was a remarkable example of this precision of style. Fox said of him, "Though I am myself never at a loss for a word, Pitt has not only *a* word, but *the* word—the very word—to express his meaning." It is related of

Robert Hall that when he was correcting the proofs of his sermon on "Modern Infidelity," on coming to the famous passage, "Eternal God, on what are thy enemies intent? What are those enterprises of guilt and horror that, for the safety of their performers, require to be enveloped in a darkness which the eye of heaven must not penetrate?" he exclaimed to his friend, Dr. Gregory, "*Penetrate!* did I say *penetrate*, sir, when I preached it?" "Yes." "Do you think, sir, I may venture to alter it? for no man who considers the force of the English language would use a word of three syllables there but from absolute necessity. For *penetrate* put *pierce*: *pierce* is the word, sir, and the only word, to be used there."

Few persons know how hard easy writing is. Who that reads the light, sparkling verse of Tom Moore, dreams of the mental pangs, the long and anxious thought which a single word often cost him. Irving tells us that he was once riding with the Irish poet in the streets of Paris, when the hackney-coach went suddenly into a deep rut, out of which it came with such a jolt as to send their pates bump against the roof. "By Jove, *I've got it!*" cried Moore, clapping his hands with great glee. "Got what?" said Irving. "Why" said the poet, "that *word* I've been hunting for for six weeks, to complete my last song. That rascally driver has jolted it out of me."—*Western Monthly*.

INDIANA STATE INSTITUTE ASSOCIATION.

At the suggestion of President Jones, the teachers attending the Normal School met on Thursday evening to take into consideration the propriety of organizing a State Teachers' Institute. President Jones was called to the chair and briefly stated the objects and importance of such an association. After an elaborate discussion of the subject, a committee of five—O. H. Smith, G. P. Brown, D. E. Hunter, E. H. Staley and W. H. Pal-

mer—were appointed, to present a plan of organization. On Friday evening the committee made the following report, which was adopted:

We, the Teachers of Indiana, do agree that the following shall be the objects and plan of this Association.

OBJECTS.

1st. To secure annually, during the summer vacation, a State Teachers' Institute, to be held in the Normal School Building at Terre Haute.

2d. To extend the influence of the Indiana State Normal School.

PLAN.

1st. The officers of this Association shall be a President, Vice Presidents, a Secretary, two Assistant Secretaries, a Treasurer, and an Executive Committee of seven

The County Examiners shall be Vice Presidents of the Association.

2d. The Executive Committee shall make such arrangements as may be necessary for the purpose of carrying out the objects of the Association, by co-operating with the Normal School Board of Trustees.

The following persons were chosen officers for the ensuing year: President, Hon. B. C. Hobbs. Secretaries, W. W. Byers and Abbie S. Flagg, of Terre Haute, and Sarah Donahue, of Greencastle. Treasurer, O. H. Smith. Executive Committee, President W. H. Jones, Prof. G. W. Hoss, of Bloomington; A. M. Gow, of Evansville; D. E. Hunter, of Peru; A. C. Shortridge, of Indianapolis; Miss Ruth Morris, of Richmond, and Miss N. Cropsey, of Indianapolis. The Executive Committee was instructed to choose its own chairman.

H. GREENAWALT, *Secretary*.

OFFICIAL DEPARTMENT.

A two months accumulation of educational intelligence crowded me out of the last number. On my return from the National Educational Association with my budget I found myself like a traveler at a full hotel. I gave the public what I had gleaned from Southern Indiana through the daily prints, fearing it would be too stale for the present issue.

NATIONAL ASSOCIATION, CLEVELAND.

This occasion was one of more than ordinary interest. It has hitherto consisted of three associations, the Normal School Association, the Superintendent's Association and the Teacher's Association.

It was reorganized on a basis that will enlarge its usefulness in a way that will embrace the entire educational interests of the nation. Its different divisions will consist of a Normal School Association, a Superintendent's Association (State, city and county), an Association for Higher Education (College and University), one for Primary Education, one for Technical Education, and a union of all into one as the National Educational Associations. These separate associations can have morning sessions for their separate work and afternoon and evening addresses and discussions on subjects of common interest.

This occasion proved more interesting and profitable than some that have preceded it, because the Executive Committee restricted the essayists to half hour reports and thus gave time for discussions.

Object teaching was reported upon *thrice* and fully discussed. Enthusiasts on this system will probably find that there is a limit to its claims. It will, no doubt, confer advantages upon the profession in securing more originality, thoroughness and breadth of thought, but it will, I think, have to be more economical of *time* and reach results by more direct methods.

The addresses and reports were all good. All that heard them must have felt profited. Many of them were eminently appropriate and instructive. General John Eaton, Commissioner of Education, made a very instructive address on "The Relations of the National Government to Public Education." It was printed for general distribution. The topics discussed in it are of general interest to the nation and need to be better understood by the legislator and the people. Reports of the entire proceedings will be published. The next meeting of the Association will probably be at St. Louis, Missouri.

OFFICIAL VISITS.

On the 22d of August I called by Peru on my way to Grant county, and addressed the citizens of that place in the evening. I had failed by that much to complete my visit there last autumn, having made my appointment on Thanksgiving day, turkey dinners were an insurmountable difficulty in the way of an address. I reached

MARION, GRANT COUNTY,

On the 23d, where I had an interesting talk with the Trustees, who were generally present. In this county as well as in Miami, Indian schools are found as well as white and colored. The Indians are said readily to learn Spelling, Reading, Writing and Geography, but English Grammar and Arithmetic are very difficult for them. They are nearly all civilized and use the citizens dress, and converse in English. They are generally citizens and voters. Some of them have not yet been able to change their tribal condition for citizenship, but have it in prospect soon. Schools are doing well in most of the townships. I had a respectable attendance at my evening lecture and left very favorably impressed with the educational work of Grant. Examiner Harvey is preparing for an Institute and, from the educational spirit of the people, I shall expect to hear that it proves a success.

BLAUFORD COUNTY

is new and undeveloped. It has but five townships and one corporate town. I met six of their eight Trustees and found them much interested in their work. They report their schools in good condition. The county is decidedly "on an upward tendency." My lecture in the evening was listened to with interest. The new Junction Railroad, making an intersection here with the Columbus and Chicago Road, will have a good influence on the town and county. The citizens of Hartford are preparing to build a new corporation school house, and in a few months we may expect her schools to be in a much more favorable condition than at present.

RANDOLPH COUNTY.

I met five of the fourteen Trustees of Randolph. They give good reports of their schools. All the townships but two levy tuition tax. Winchester has built an excellent school edifice. It is neatly finished and furnished. They have taken Superintendent Cooper from Dublin Schools, who has, no doubt, entered upon successful service in his new field of labor. He has shown himself a success by a work of many years. Randolph has many good schools. She has an intelligent, enterprising people. Union City and Winchester are incorporated. The latter is in an unfinished condition. The township Trustee has been conducting her educational affairs. I found the Examiner, J. G. Brice, interested in school visiting. This county has hitherto failed to hold annual Institutes, but has one now in prospect.

KOSCIUSKO COUNTY.

We now come to a land of lakes and ponds, and of rich prairies, variegated with good forests. Tamaracks are found in wet land. The new ditching law is doing a good work for them. You may know that they have a wide-a-wake people for every Trustee but one, in a county of sixteen townships was on hand to talk over their educational work. Nearly every township levies a tuition tax, and in the whole country schools are kept up from six to seven months in a year. Walter Scott is School Examiner, not however the author of the *Lady of the Lake*. Warsaw, the county seat, is a flourishing place of about 2500 inhabitants, and having a valuation of \$1,200,000 of taxables. Princeton is also a corporation having a population of about 1200. My audience was not large at the evening lecture. It was the interesting month for ague.

WHITLEY COUNTY.

Whitley and Kosciusko are as near alike as twins. All the Trustees out but one and he was sick. They run their schools generally from six to seven months without levying a tuition tax in usual form. "The teacher boards round" and diminishes his wages. This is levying a tax without putting it on the auditor's duplicates. Some of their people are beginning to demur, and I shall not be surprised to hear that this time-honored custom has passed away from Whitley. There is one good feature in this system that sweetens its memory. The great pleasure it affords people to have the teacher with them at their homes. He is such a fine social fellow, they like his influence and example.

ALLEN COUNTY.

This is the county of 18,491 children. It is second in the State in its reports. It receives from the State annually above what it returns to it, about \$12,000 for tuition. It has twenty townships and two corporate towns, Ft. Wayne and New Haven. Not one Township Trustee was present to meet me on my official visit. Three of them were said to be in town, but two reported "*hors de combat*." I had one Trustee from New Haven. I visited this county last autumn, but the Examiner being away, and an invalid, notice of my visit was not timely given, and I deferred my visit to the 1st of September. I failed on both occasions to see the Auditor. My visit was rendered the more inauspicious since I could not remain during the evening to fill an appointment for a lecture without failing to make my visit to Wells county. I was, however, relieved from this embarrassment by the probability of a very thin house, and I left for

BLUFFTON.

I met here on the 2d eight of their twelve Trustees. They run their schools from four to six months. Their school system is but imperfectly developed. Their Examiner, J. S. McCleery, though *blind* is a practical teacher, and can pilot you about town about as well as one that can see.

Bluffton has just finished a superior school building. Her citizens are inspired with very liberal ideas and will move forward as rapidly as their means will sustain them. A new railroad through this place is of great advantage in profitably disposing of their heavy timber. Board and stave mills are busy, and industry and enterprise are seen everywhere around you. The Wabash is at the northern margin of the place, and out of its bed are quarried abundant supplies of limestone. The strata dip to the northeast instead of southwest, showing that we have passed the anti-clinal axes of our stratification.

Thinking it might be proper for me to spend some time in the northern prison, I hastened northwest to Michigan City. You find in this journey the place where cranes and wild geese spend their summer months. They must have a delightful time, for the wet Kankakee prairies are covered with richest flowers. Red, yellow, blue, all colors blend in fascinating variety. We were on a fast train and much of the time went at the rate of fifty miles an hour. The prairies would whirl into a magnificent bouquet and vanish.

The Northern Prison has about three hundred and fifty prisoners. It is reported as paying expenses. The contractors are young men from Columbus, Ohio, who take a commendable interest in the Sabbath missionary work among the prisoners. I found Dr. Wood, the Chaplain, busy preparing for the Sabbath. He has school in the prison court, in which he gives instruction in Spelling, Reading, Writing, Arithmetic and Geography during their leisure hours. He has purchased a valuable Library with the appropriation made last session of the Legislature. The books are well used and have been of much service to the inmates. About one hundred attend the Sabbath-school as volunteers. There is no religious organization amongst them for mutual support. Many of them show good evidence of religious interest. They all attend the Sabbath devotions when able, as a prison duty. Their work is mainly in wood—cooperage, chairmaking, saddle trees, buggy beds, hubs and spokes. The last receive their finish in Chicago. The order of the prison is good and the Warden gives evidence that he is managing the business department with ability.

I had a very interesting union audience on Sabbath evening at the Methodist Chapel to hear in Bible lecture, which was well listened to for an hour and a quarter. I left next morning before day for Valparaiso in

PORTER COUNTY.

Not making anticipated connection with the trains at Wanata I found it expedient to make the nine miles to Valparaiso on foot. I was fortunate in finding relief on a wagon of oats for the last four miles. I found myself in a neat enterprising village, surrounded by a beautiful prairie. This county has thirteen townships. Eight of their Trustees were present. They have generally learned the value of a tuition tax and make a liberal assessment. Their schools are run from six to nine months throughout the county. T. Keene, the Examiner, is a gentleman of much energy in his work. A German demonstration, on hearing the news of Napoleon's surrender, rendered my audience so doubtful that I made no attempt at a lec-

ture, but returned to Wanata, in order to reach an early morning train for La Crosse. I regretted that I was unable to visit the Collegiate Institute under the management of the Methodist Church at this place.

LAKE COUNTY.

Lake and Porter are as near alike as Kosciuska and Whitley. Crown Point has a beautiful prairie surrounding. Few towns in the State make a more agreeable impression than Valparaiso and Crown Point. Their Trustees were generally out in attendance. They make good reports of their schools, assess the tuition tax up to the limit of the law and run their schools from six to seven months. J. H. Ball, the Examiner, has been too much curtailed in time by the commissioners. School inspection should be his main work, and they have allowed him but nine days for it. The Trustees united in a petition for an allowance of sixty days to visit their ninety schools.

I had a good and attentive audience at my evening lecture, and ate breakfast at home.

B. C. HOBBS,
Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

AS LARGE lists of new subscribers have come in during the institute season, we would remind any who do not receive their copies by the tenth of any month, to notify the publishers at Indianapolis, and missing copies will be sent. It is our earnest desire that each subscriber shall receive every number due.

In this connection we tender our thanks to the friends who have so actively interested themselves in behalf of the JOURNAL AND TEACHER. Specimen copies will be sent, when requested, to any wishing to get subscribers.

A CAUTION.—We feel it our duty, though somewhat unpleasant, to caution School Trustees concerning prices of articles sold by agents. In most cases these articles are sold too high, and in some cases enormously high. First the manufacturer resolves on a heavy profit, second he must allow his agents a heavy per cent. for their services, traveling expenses, etc. Sometimes this runs to twenty-five, thirty-five, and even forty per cent. of selling price. We speak of what we know. Now it is obvious that this heavy per cent. must come out of the pockets of the people. In the expenditure of two hundred or three hundred dollars, this excess is quite an item, a little too much to take from the tax-payers of a township to hand over to some manufacturer or agent.

Our word of caution is, (1) learn prices from some other source before you purchase; (2) consider whether you can not order from the manufacturer, or from some dealer, at much lower rates.

Second, we are of opinion that Trustees should be very careful how they run their townships in debt for articles of doubtful utility. As a rule, debt is objectionable anywhere, but in this connection it is specially objectionable. Your successor comes into office two or three years after your inlay, and finds a lot of worthless cards, or neglected maps, and a debt of one hundred and fifty or two hundred dollars. If this is agreeable, we are at a loss to understand how or why. At this point we say, be careful about issuing "Township Orders," and thus creating a debt.

Third, a Trustee should have some reasonable conviction, (1) that he needs an article before he purchases, (2) that his teachers can use it. The statement of a wholly *disinterested* (!) agent may not be quite sufficient evidence of this need.

We are aware that these suggestions can be tortured into an opposition to supply of apparatus. We mean no such thing; but do mean, that the Trustee should be clear (1) *that his schools need it*; (2) *that it is good*; (3) *that it is furnished at a reasonable price*; (4) *that his teachers can use it*.

Trustees, please give this matter attention.

MINISTERS AND TOBACCO.—We mean no disparagement when we bring the clean and unclean in juxtaposition. They have been together before, and we are sorry to say in some cases are still together.

At the recent session of the Indiana Conference of the Methodist Church, held in Bloomington, a forward movement was made. A resolution was passed, declaring that an applicant who uses tobacco should not be admitted to sacred orders until he shall pledge himself to desist from such use. This is both good and wise. But it was surprising and discouraging to find men opposing, and opposing with a zeal worthy of a better cause. It was more discouraging when among these opposers were found cultivated men, graduates of colleges.

Had the proposition been to require present members to give up this filthy habit, it would have been quite another thing. So poisoned and abnormal is the system of the old chewer or smoker, that a change is very difficult, sometimes dangerous. It is said that even the arsenic eater can not desist at once with impunity. But this was not the proposition, it was simply the mild and reasonable proposition that young men should desist—men on whom habit could not, by reason of age, have a strong hold.

We respectfully submit that any young man who can not or will not make such a sacrifice, nay, will not take a step toward a higher plane, had better consider whether he has a genuine call to preach the blessed gospel of peace and purity. For a cross-road politician to smoke and spit, or a bar room swaggerer to "chaw" and sputter, is not a matter of surprise. It is their nature so to do. But we look for something better in the minister. We look for a model of cleanliness and purity. And while we would be charitable with the old man, with his life long habits of error, with the young man we would be inexorable. He *should* desist or not preach. That's a creed, short and clear. We would by a law irrevocable and inflexible, say your unclean habits shall not come in here. In the language of the Scripture we would say, "Be ye clean that bear the vessels of the Lord."

We feel no little pride in the fact that the public schools are leading all other organizations in opposition to tobacco, the church not excepted. Further, we believe, if these schools will judiciously and firmly exercise their power in this work, they can do more than almost all other organizations combined. And well may this power be exercised, because of financial considerations, when we remember that the amount paid for tobacco in the United States is more than double the entire amount paid for education.

Hence we call on every preacher to repent who has lifted his voice in opposition to an anti tobacco resolution, and we call on every teacher to go forward in this good work, until the last shred of tobacco, and the last tobacco worm, are swept from the public school houses of Indiana. Let all who would be benefactors to their race, do what they can to save the young from the offensive, expensive, unclean thing, *tobacco*.

FIGHT IN YOUR OWN ARMOR.

David did not kill Goliath in Saul's armor. He tried it and abandoned it. It was strong and comely, but it did not fit, hence was unsafe. He was not trained to helmet, greaves and breastplate, hence he was cumbered and enfeebled. He wisely "put them off," saying, "I can not go with these, for I have not proved them."

No one doubts David's wisdom in this act, and we presume no one doubts the result, had he attempted the combat in this armor. The first thrust from the spear of the giant would, in all probability, have rolled the shepherd boy in the dust, and secured his head as a trophy for the Philistines. But David wisely chose his own armor, a staff, a sling, and a few smooth stones from the brook. With these he went to battle. He "put his hand in his bag, and took thence a stone, and slang it, and smote the Philistine in the forehead, and he fell upon his face to the earth, and David ran and stood upon the Philistine, and took his sword and drew it out of the sheath thereof, and slew him and cut off his head therewith." David fought in his own armor, and was victorious.

Here is a lesson for our readers, especially for teachers. Teachers are much given to fighting in other men's armor. The temptations to them are specially strong. A young teacher anxious to learn, and zealous in his work, visits the school of an adept, or attends an Institute conducted by experts, and of course sees new processes and hears new plans. Delighted with these, he straightway proposes to adopt them. The result in many cases is failure. He makes no allowance for difference in culture, experience, and native ability. In a word, it has not occurred to him that the armor of that old and strong warrior would not fit a stripling. Sometimes the effort is made to imitate manners, or personal traits. This is worse than the former. A man of lithe figure, warm blood, and consequently quick movement, can not imitate the dignity of that aged man with stately figure and reflective habits, nor should he. The stately man can not imitate the movements of the lithe man. Each should fight in his own armor, i. e. be himself. Mental processes and qualities can not be imitated with much more hope of success. At this point the old aphorism comes in, "Be natural—be yourself." But full in the face of this is flung the old question, "Shall we never imitate?" We must say, yes, in a sense, and no, in a certain other sense. Here is the issue: In what sense may we imitate, and in what sense not?

To answer this exhaustively and completely is a long and most difficult work, one beyond the space and time of this article. We may answer proximately. This answer seems simpler and clearer under analogy, and this analogy is found in the artist. Two fundamental doctrines of the artist are, 1. *No mere copyist is a true artist*; 2. *Every artist is a copyist*—a paradox or nonsense. It is a paradox, i. e. both true. How? Nature is the model for every artist; every one copies her. One copies entirely. If he desires a landscape, he copies it just as nature presents it. But nature does not group all her beauties, hence he has not obtained the highest type, hence is not the true artist. The true artist copies also, but not in entirety. He

does more than copy, he *selects and combines*. If he desires a landscape he does not, as the former, copy throughout, though it be the most beautiful on the earth. He selects the most beautiful individuals from the most beautiful groups. He may take his cedars from Lebanon, his ivy from Melrose Abbey, his waterfalls from Ladore, his hills from the banks of the Rhine, his sunsets from Italy, and his rocky background from the Appenines or the Sierra Nevadas. Thus he surpasses nature—thus he reaches the highest ideal. In this he is the true artist.

In this sense the character builder may copy, or imitate. He may find language in Cicero, courage in Luther, logic in Paul, eloquence in Patrick Henry, philanthropy in Howard, patience in Job, fidelity in the cottage, or affection in the child; piety in the saint, and lovely simplicity in the rustic maiden. Thus he selects and combines, thus he reaches the highest ideal. In most cases he must go farther, namely, note adaptations to original material. New wine in old bottles is still unadvisable.

Additional, he must see that the chosen qualities are congruous with themselves. Like the colors in a picture, they must not only harmonize with the main design, but they must melt and blend among themselves. So far we may copy and no farther. He who does more is not himself, is not natural, he fights in somebody else's armor, and is weak.

Our conclusion, therefore, is that each, whether teacher, preacher, lawyer, farmer, merchant, or any other, should fight life's battles in his own armor.

NOTES BY THE WAY.

Having been sent by the Board of Trustees of the State University to lecture in a number of counties, and to present the claims and facilities of that institution, we noted some things educational and otherwise.

BEDFORD, the county-seat of Lawrence county, is building a fine school house. The basement is of stone, the body of brick, two stories above the basement. The cost will be near twenty thousand dollars. It will be ready for occupancy next fall.

A lesson to certain small towns of the State is deducible from this case. For two years the town struggled while not incorporated, to secure a house. The Township Trustee felt that he could not, in justice to the other districts, build such a house as was needed. They incorporated, and at once took the initiative for a good house. Two or three years ago, several other towns in the State were failing to get suitable houses because they would not incorporate.

The town is Macadamizing its streets 'round the square, and the county is building a fine court house. The town is growing slowly—populates about two thousand.

AT WASHINGTON, the county-seat of Daviess county, we met an Institute of eighty members. The teachers showed industry and attention, the instructors, average skill, and the Examiner, Dr. Dyer, zeal and ability. The

programme of instruction was an excellent one—in range and variety we have never seen it surpassed. The criticisms were full and sharp. A lady critic sent a bombshell which exploded on the other side of the house. Said she, during the recitations and lectures, the order was good, often highly commendable; “at times not a sound broke the speaker’s voice, save an occasional spat of ambier on the floor.” That was a shot well delivered, taking effect between the eyes of certain members of the “House of Lords.” Spats on the floor ceased after that. We silently thanked that lady teacher for her courage. Woman must help keep this world sweet and clean.

Washington is a beautifully located and rapidly growing town of 3300 inhabitants. There is a large coal field near, with a shaft open just at the corporation line. As a result, coal is furnished at nine cents to ten cents per bushel.

The school house is a dilapidated old building. A citizen very classically called it their “Literary Pig Pen.” The thrift of the town promises better houses soon.

A good list of subscribers was obtained for the JOURNAL.

IN ORLEANS, Orange county, they have a fine academy building. This, though belonging to a private corporation, is used for the public schools a part of each year. Professor Sturges, a gentleman of fine reputation, had just been elected as Principal, vice Professor Bloss, who resigned to take a position in the New Albany schools.

Near this place they keep that noted curiosity called “Lost River.” This stream sinks beneath the surface and loses itself for a distance of about three miles. At some point between its descent and emergence is what is called a “gulf,” some hundreds of feet across the top, and from one hundred and fifty to two hundred deep, at the bottom of which is water of great depth. This water is supposed to be a part of the stream. At the point of reappearance the water boils up from a great depth. Below this point the stream is fifty or sixty feet wide, furnishing water sufficient to run a mill.

Great varieties of rock are found in this region, magnesia limestone, grindstones, whetstones, shales, etc. Several grindstone and whetstone manufactories are in operation here. Nature has expended some force to entertain her visitors in this region.

SALEM, the county-seat of Washington county, is one of the old towns of the State. It looks as if it had passed the age of adolescence. A new railroad now talked of, may infuse young blood, and give elements of new life. At this place is the well-known Salem Academy, kept by that veteran educator, Professor James G. May. This institution is owned and managed by Prof. May. It is doing an extensive and valuable work for several counties in that part of the State. We spent the Sabbath in Prof. May’s family, and rarely is found a more agreeable home or a more pleasant household.

AT MEDORA, in Jackson county, we met an Institute of respectable size, managed by Professor Harrison, of Brookville, and Mr.

Housekeeper, the recently elected Superintendent of the Seymour schools. The teachers were orderly and attentive, but considerably slow in coming together in the morning. There were but few signs of tobacco, and no audible "spats" on the floor.

Prof. Harrison gave a lesson of rare excellence in reading and elocution. His analysis was searching and accurate, and his voice full and rich. If there was a want at any point, it was a lack of animation in the rendition of certain passages. If Prof. H. does such work as this generally, his instruction will be of great value in Institutes.

A list of subscribers was obtained for the JOURNAL.

SEYMOUR, in this county, has just completed a large and handsome house, at a cost of about twenty thousand dollars. There are some mistakes in the arrangements, and a fatal mistake in one of the stairways, but the architecture is tasteful, and in some particulars elegant.

As indicated above, Mr. Housekeeper, of Lawrenceburgh, has recently been elected to the Superintendency of these schools.

NORTH VERNON, in Jennings county, is founded on a rock. Under it and about it is one of the great gray limestone quarries of the State. The quarried rocks are scattered in nearly all open spaces in the town. All the rock for the railroad bridge across the Ohio river at Cincinnati, will be furnished by this quarry.

Rock and saloons seem to be staples in this town. It supports liberally, we were informed, thirteen of these dens of vice. Schools, as we understand, do not flourish very vigorously under saloon auspices. At any rate, the former Superintendent, Thomas Olcott, was just preparing to leave for Versailles, Ripley county.

COLUMBUS, the county-seat of Bartholomew county, is a beautiful and growing little city, population as per our estimate about four thousand. The location is beautiful, being a table-land, a second bottom like that of Indianapolis and Terre Haute, and like that, underlain with gravel, which leaches off the water. It is noted for its graveled and clean streets. Old boxes, barrels, sleds, broken stoves, &c., &c., find a place somewhere else than in the streets. This is an important element in building up a town or city. It is a pity but that some towns which we saw in this trip, and others which we did not see, could learn the simple lesson of cleanliness. Filth and prosperity do not go together. Would that some people could learn this, or could be forever expelled from tasteful cities and towns. Their abode should be among Hottentots, until they have learned something of a cleanly civilization,

Columbus has a very neat school building, with an architecture of the collegiate gothic style. It was built in 1859 or '60, and was the handsomest public school building in the State at that date, but a decade has made a great change. Its glory has departed, by reason of the glory that excelleth.

Mr. Wm. Graham is the Superintendent, vice David Graham, his brother, who took the Rushville schools one or two years ago. Mr. Graham has elements of success in superior physical vigor, energy, and a practical business cast of mind. A good Superintendent must not be too bookish; he must have learning, but he must also have the elements of a good business man. These latter qualities are desirable in the teacher, and in a higher degree than usually possessed, but in the Superintendent they are indispensable.

We noted other things, educational and non-educational, but the time and space of this article forbid their presentation now.

TO THE EDITOR OF THE INDIANA SCHOOL JOURNAL AND TEACHER—
Sir:—At the late Rush County Teachers' Association, among the resolutions offered was the following, which was requested to be published in the SCHOOL JOURNAL:

Resolved, That we request the committee on resolutions appointed at our State Teachers' Association to prepare a series of resolutions to be sent to the Bureau of Education at Washington, or some other educational body, in regard to the propriety of calling a national convention, to be composed of the best linguists from the different States of the Union, to settle the *orthography* and *pronunciation* of the English language, so that it may no longer be left to the whim or caprice of any lexicographer.

SECRETARY.

OFFICE OF SCHOOL EXAMINER FOR DAVIESS COUNTY, }
 WASHINGTON, IND., August 20, 1870. }

EDITORS JOURNAL AND TEACHER—*Gentlemen*:—It will be my pleasure to distribute your excellent JOURNAL in my Institute, to encourage teachers to subscribe for it, and to advise all our Trustees to take it every year: Our home journal should be patronized. If all Trustees would take the JOURNAL AND TEACHER you could not only make it one of the very best educational journals in the land, but also the official organ of Examiners and Teachers throughout Indiana. I wish this could be effected, for correspondence with Trustees and Teachers is very difficult sometimes, and, to say the least, expensive. I must either write many letters or get on a horse and travel through the county, taking several days to do what could be done in one day. I would like to see your JOURNAL in the hands of every Examiner, Trustee and Teacher in the State.

Wishing you abundant success, I am respectfully,

GEORGE A. DYER, Ex. D. C.

THE N. W. C. University has opened a Business College in connection with its other departments. If well conducted, this department will doubtless command a large patronage. A business education is valuable whether a man engages in commerce or in the professions.

INSTITUTES.

VEVAY, SWITZERLAND Co., IND., August 30, 1870.

The sixth annual Teachers' Institute of Switzerland county was held at the Vevay Graded School building, commencing August 22, 1870. Mrs. M. D. Whippo was elected Secretary and Mrs. Frankle Heady Enrolling Secretary. Eighty-five persons enrolled their names as members of the Institute, sixty of these being teachers. Instructions were given by Examiner R. F. Brewington, Mrs. T. J. Charlton, of North Vernon, and others. An evening lecture was delivered by the Examiner, and two social entertainments were given by the citizens of the town. The reading of an interesting paper on Friday afternoon closed the exercises. MARY D. WHIPPO, Sec'y.

MADISON, September 3, 1870.

THE Seventh Annual Session of the Jefferson County Teachers' Institute closed yesterday after an interesting and instructive session of five days. Ninety-four teachers were enrolled, and the average attendance was very good. The Institute was conducted by P. R. Vernon, County Examiner, assisted by Professors Brewington, Tevis and Charlton. The Institute opened each morning with music and prayer.

Lectures were delivered upon the following subjects: Penmanship, Reading, Orthography, Music, Arithmetic, History, Theory and Practice, Physiology, Grammar, and Geography. Two essays were read: one entitled "The Duties and Rewards of the Teacher;" the other, "The Progress of Schools." Several teachers of the county took an active part in the labor of the Institute. Discussions took place on the following subjects: "Should Composition and Declamation be taught?" and, "Should the Self-reporting System be Allowed?" The Institute voted in the affirmative on both questions.

Among other resolutions the following was adopted:

Resolved, That there should be a uniformity in the text-books of the common schools; and that we recommend the General Assembly of Indiana to legislate on that subject.

The Institute also resolved in favor of the SCHOOL JOURNAL AND TEACHER.

On Friday evening, the Institute listened to an eloquent address from Hon. F. J. Bellamy, entitled "Woman and Her Work."

A critic was appointed each morning, and in the evening read a report on the shortcomings of the Institute during the day.

The usual vote of thanks to instructors was passed and the Institute adjourned *sine die*.

THE Owen County Institute, held at Spencer, and superintended by the Examiner, J. M. Wilson, enrolled ninety, with an average attendance of seventy-five. Evening lectures by J. M. Olcott, D. E. Hunter and George W. Hoss. A large list of subscribers was obtained for the JOURNAL.

RUSH COUNTY INSTITUTE was held at Rushville School House. It began Monday, August 22d, at 10 o'clock, and continued during five days. The instructors were Miss Nebraska Cropsey, Miss Marian Stitt, Mr. Walter S. Smith (conductor of Institute), Prof. David Graham, Prof. Thomas Harrison, Prof. John. The subjects discussed were the usual eight branches, Arithmetic, Vocal Music, Gymnastics, and Elocution.

Essays were read by Rev. E. W. Thompson, Mr. William Glass, Mr. Finley Bigger, Jr., Mr. ——— Hart, and Prof. Graham.

Lectures were delivered on Tuesday and Wednesday nights by Prof. Harrison. These were lectures of vast scientific power, and Prof. H. deservedly carried away the heartiest thanks of the teachers and citizens.

Institute, enrolled 66—averaged 40 3-5.

The following resolutions were adopted at the Sixth Annual Institute of Vermillion county, held at Perrysville, the last week in August, 1870:

Resolved, 1, That we hail with pleasure the indications of advancement in the cause of education, and the elevation of the standard of teaching, in our country, which we think we see in the increased numbers in attendance upon, and interest manifested, in the exercises of our present institute.

Resolved, 2, That, in order that the spirit of advancement may continue, and we become more and more efficient in our calling, we should, as the physician or lawyer, study our profession, and that this may be done successfully, we recommend that every teacher place in his library the standard works upon teaching; that he attend his County Institute, State Normal Institute, and take at least one educational journal.

Resolved, 3, That we believe it to be the duty of the Township Trustees to levy a special tax, which, with the ordinary school fund, shall be sufficient to continue our schools ten months each year.

Resolved, 4, That we highly appreciate the labors of Prof. George P. Brown, of Richmond, who has so ably and pleasantly conducted all the exercises of which he has had charge, and that he carries hence our best regards and well wishes.

WARREN COUNTY.—Examiner McMullen has held a successful Institute in this county. Instruction was given in the common branches.

The instructors were Miss Sarah P. Morrison, Prof. Caldwell, Mrs. Fowler, Mr. Backer, and others. The Secretary's report says that "they deserve great credit for the intelligible manner in which they presented the different subjects."

Evening addresses were given by Mr. J. Harper and Miss S. P. Morrison. Miss Morrison's subject was "The Girl I want to see in the State University."

Among the resolutions passed was the following:

Resolved, That every teacher and trustee in the county should support the INDIANA SCHOOL JOURNAL AND TEACHER.

WILLIAM HIGH, Secretary.

THE Clay County Institute, just held, enrolled 102, and had an average attendance of 75. H. H. Boyce was Superintendent. The session was interesting and profitable. W. H. Atkins is County Examiner.

GIBSON COUNTY TEACHERS' INSTITUTE was held at Ft. Branch, beginning August 29th and continuing five days. Examiner Stillwell seems to have worked the matter up well, as the gross enrollment was 119, while the whole number of teachers in the county is only 114. The average daily attendance was 84. This is doing well. The instructors, besides the Examiner, were Messrs. H. A. Yeager, A. M. Bryant, J. T. Erwin, P. Wallrath, A. A. Jones, D. M. Shoemaker, and others. Addresses were made by Rev. F. C. Smith, J. P. Wallrath, Rev. Treat, and Rev. Sands. Gibson shows well.

WAYNE COUNTY INSTITUTE was held August 22-26. The enrollment was 232, with an average attendance of 170. The School Examiner, Jesse H. Brown, presided and superintended the exercises. The principal instructors were Geo. P. Brown, James McNeill, Ruth Morris, and the Examiner. Lectures were delivered by Joseph Moore and Erastus Test, of Earlham, Wm. M. Jackson, Isaac Kinley, A. W. Young, and others. A high degree of interest was manifested throughout, and the attendance was very regular and prompt for so large a meeting. No resolutions were passed, except one of thanks to the railroads and the proprietors of the building in which the Institute was held.

DECATUR COUNTY.—We learn from the published report of the Decatur County Institute that it was one of unusual interest. W. H. Powner, the Examiner, has worked up the cause of education to such an extent that the number of teachers attending the Institute was greater than the whole number of schools in the county. This is very unusual.

The instructors were D. E. Hunter, C. W. Harvey, Mr. Bliss and W. H. Powner. Lectures were delivered by Mr. Hunter and Rev. G. L. Curtiss.

At the close of the Institute the teachers organized a County Teachers' Association.

THE Shelby County Teachers' Institute will be held in Shelbyville beginning October 24, and continue five days. Professors Olcott, G. P. Brown, Boles, Hough, and Superintendent Hobbs are expected to be present and take part in the exercises. James Milleson is School Examiner.

THE Fayette County Institute, superintended by Examiner J. L. Rippetoe, enrolled fifty-six, and sent subscriptions to the JOURNAL. Evening lectures by Prof. Harrison and Rev. Parker.

THE Morgan County Institute, held at Martinsville, enrolled fifty-seven members. Principal instructors, Sup't D. E. Hunter and Prof. Joseph Tingley.

THE Adams County Teachers' Institute will meet in Decatur, Monday, October 17th, 1870. S. C. Bollman is School Examiner.

THE MARION COUNTY TEACHERS' INSTITUTE convened at the Indianapolis High School Building, and continued in session five days. The Examiner being absent, the Institute was superintended by W. J. Button. The instructors and lecturers engaged were Walter S. Smith, John M. Hanley, W. J. Button, Emma W. Laird, Emily Johnson, Prof. Hopkins, Dr. R. T. Brown and Prof. A. W. Young. There was a large and enthusiastic attendance throughout. The number enrolled was about two hundred. The average attendance reached nearly one hundred and fifty. The Institute was one of unusual interest, and Mr. Button had the hearty thanks of the teachers for the manner in which he conducted it.

TERRE HAUTE, Aug. 16, 1870.

EDITORS INDIANA SCHOOL JOURNAL—*Gentlemen*:—At the late meeting of the Board of Trustees of the Indiana State Normal School, the following preamble and resolutions were adopted:

WHEREAS, An article appeared in the number of the INDIANA SCHOOL JOURNAL for July, 1870, in reference to the State Normal School, wherein this Board has been charged with misconduct, and certain specifications are made in support of these charges—all of which have been carefully examined and considered by this Board; therefore,

Resolved, That the material allegations in the aforesaid article are without any foundation to justify its publication, and, in the opinion of the Board, the editors of the INDIANA SCHOOL JOURNAL should not admit articles in the organ of the State Teachers' Association, reflecting upon the management of the State Normal School, until they have first ascertained that the charges made are substantially true.

Resolved, That the Secretary forward a copy of this preamble and resolutions to the editors of the SCHOOL JOURNAL and request their publication therein.

Very respectfully your obedient servant,

R. W. THOMPSON, Secretary.

TERRE HAUTE, INDIANA, Sept. 15, 1870.

EDITORS INDIANA SCHOOL JOURNAL—*Gentlemen*:—I can not suppose that the article concerning "The State Normal School," signed "B," in the July number of your journal was intended to do injustice to any one. Yet the tendency of it is to place the Board and some other parties in a false position in the public estimation.

It also *implies* that the Board and myself differ in our views in regard to the policy that should be adopted in the appointment of teachers in the Normal School.

Lest my silence should be construed as an endorsement of the inferences that must be made from "B's" article, I address you this note for publication.

I think the Board fully apprehend that the specific function of a Normal School is to instruct teachers in the Science and Art of Teaching.

It is well known that a large majority of students who enter a Normal

School in this country, are not thoroughly familiar with the subjects which they wish to learn to teach, and therefore they are not prepared to enter fully and directly on a course of instruction in methods of teaching; and further, thus far, a majority of the students who have entered *this* State Normal School will never graduate. They are of that class who, for the most part, have to help themselves on in the world, and they have the means to stay here one, two, or three terms only. Because of this state of things, instruction in the subject-matter of the legal branches has to be combined, more or less, with instruction in methods. Our experience has shown this to be necessary—especially is it so in reference to the pupils who can stay but one term.

It is plain that the teacher most likely to be qualified by training and experience to meet these practical demands of the school, are those who are graduates of our best State Normal Schools, and who, *after graduation*, have had several years of successful practical experience in teaching and managing public schools; or, those who have had *many* years of such successful experience—who have taught from the “*ranks*” up, through the Primary and the High School—and who are entirely familiar with all the details of school management; and that in the selection from either class, the teacher elect should be acknowledged, among teachers, as an eminently successful *practical* teacher.

That the Normal School Board *have* recognized and that they do now recognize that the above is the *true* view, and that their policy in the management of the Normal School is based substantially upon this view, no better proof can be given “*B*,” than that every teacher with but one exception, and that for a special work—now associated with me in the Normal School proper, and in the Primary Model School connected therewith, *has* had the training and experience above indicated.

The intelligent, experienced, and candid teachers of the State can not but endorse a policy on the part of the Board which *first* recognizes the practical wants of the school, as experience develops them, and then selects the available teacher best calculated to meet those wants.

WM. A. JONES,

President State Normal School.

THE above resolutions by the Normal School Board, and the article by Mr. Jones make it necessary for us to say a few words in justification of the article referred to.

We are glad to know that the charges made in it have all been “carefully examined and considered by the Board,” and that they have seen fit to act in accordance with most of the suggestions therein made.

We are not surprised that they should be of the opinion that the article was “without any foundation to justify its publication.”

We heartily join them in their recommendation to the editors of the SCHOOL JOURNAL.

We are gratified to learn that Mr. Jones wishes to act in harmony

with the Board. We believe every word he says about combining academic and normal instruction, and the necessary qualifications of teachers, but as it has no reference to any thing in our article, we can not quite see the point to it.

We are glad to learn that the Board have the "true view" in regard to the objects of a normal school, but are sorry that they have been so unfortunate in carrying it out.

And we are gladdest of all to know that Mr. Jones "*now*" has associated with him teachers, in all the departments of the school, that have the training and experience necessary to make the school what it ought to be, and we are only sorry that this could not be said when our other article was written.

We do not wish to go into any detailed explanation to justify our "offending article," as that would involve personal references, but would say that with all the new light we are able to get (and we have sought it diligently) we do not feel called upon to recall or to modify any "material allegation" we have made.

We wish the school the highest success, and shall continue to use what influence we have to that end. B. •

PERSONAL.—Mr. Walter Scott Smith, a gentleman known to many of our readers, has of late *changed* so that he deserves special mention that his friends may keep track of him.

First, he has changed his location. He has given up his school at Milroy, and resigned his place as Examiner of Rush county, to take charge of a private school at the Battle Ground, Tippecanoe county, at an advanced salary.

Judging from the highly commendatory resolutions passed by the Trustees of Rush county, Mr. Smith had been doing them good service there. He will do good work wherever he goes.

Second, he has changed his *nature*—changed to his normal condition. In short, on the 7th ult. he was married to Miss Sarah McRay, a teacher of Marion county. Being acquainted with both parties we can testify that each has done well, especially Mr. Smith. They have our warmest congratulations and best wishes.

We learn from the *Decatur Eagle* that the trustees of Adams county at a late meeting decided to pay lady teachers the same as they paid gentlemen, when they did the same work. They also decided to pay teachers in proportion to the grade of their certificates. We approve the first, but can not endorse the last. Certificates usually show only the scholarship of a teacher, while that is only *one* of the essentials to his success. We know teachers who can not obtain a certificate for more than twelve months who are worth twice as much as others who hold certificates for twenty-four months.

NAMES OF INSTRUCTORS IN THE NORMAL SCHOOL.—W. A. Jones, A. M., President; Julia Newell, Nathan Newby, Miss A. P. Funnelle, Miss Mary Bruce; Intermediate Model, Miss Ruth Morris; Primary Model, Miss Sarah Donahue. The last is under the supervision of Miss Funnelle.

Being personally acquainted with almost all the persons above named, we have no hesitancy in heartily recommending the school to teachers throughout the State. It is entirely worthy of their confidence and patronage. There are but very few, if any, teachers in the State who would not be much profited by spending one or more terms under these excellent instructors. To young and inexperienced teachers this privilege is incalculable.

O. H. SMITH, President of Rockport Female College, has withdrawn from the educational field to enter the more sacred work of the ministry. He joined the Indiana Conference of the M. E. Church at its recent session, and is now stationed at Bloomington. He has been a faithful and efficient educator in every sphere in which he has labored. We trust greater success and higher rewards await him in his labors in the Master's vineyard.

MR. W. J. BURTON, of the Indianapolis schools, has lately associated himself with Prof. Shortridge in editing and publishing the *Little Chief*.

The paper has undergone some changes which materially improve its appearance, and it never was so well edited as at present. We can heartily recommend it as a first class juvenile paper.

THE Cambridge schools, of which Prof. J. M. Coyner is Superintendent, have issued a neat catalogue of the names of all the pupils. Such publication of names is doubtless gratifying to pupils, but 'tis doubtful whether a plain report would not be more valuable and less expensive.

THE INDIANA SCHOOL JOURNAL AND TEACHER and the *Little Chief*, a splendid paper for boys and girls, or *Woods' Household Magazine*, an excellent family paper, will be sent to any person for one year who will send us \$1.75.

MR. D. M. MARSH, who is traveling through the State on business connected with school matters, is authorized to take subscriptions for this Journal.

THE North Western Christian University has opened this year with about 240 students. This is the largest opening in the history of the Institution.

THE catalogue of DePauw College shows an attendance for last year of 137. Seniors, 3; Juniors, 7; Sophomores, 21; others in lower classes and primary department,

DAVID GRAHAM has been appointed Examiner of Rush county, *vice* Walter S. Smith resigned.

We are personally acquainted with Mr. Graham and know him to be a most excellent man for the place.

THE Miami County Teachers' Institute will be held in Peru, beginning Monday, October 24th.

THE great number of reports from Institutes has made it necessary for us to abbreviate some of them, as our space is limited.

SOME speeches, like canals, are very *long, narrow and shallow*, and, to carry the comparison farther, very *crooked*.

W. E. RUBLE takes the Superintendency of the Milton schools.

TERRE HAUTE populates, by census, 16,300, and New Albany 17,000.

READ our new advertisements for this month.

ABROAD.

ISAAC NEWTON was born on the same day that Gallileo died, December 25, 1642.

JULES SIMON is the Minister of Public Instruction in the new Republic of France.

HONORABLE TRIO.—Indiana, Iowa and Connecticut are the only three States in the Union which are claimed to be out of debt.

OWING to the failure of the Legislature of Tennessee to make appropriations for the support of the public schools, the indications are for a failure of the system.

LADIES have been admitted to the Industrial University at Champaign, Illinois. This will hardly meet the approbation of friend Gregory, unless he has lately changed his mind on this subject.

NATHAN LORD, D. D., Ex-President of Dartmouth College, died at Homer, Massachusetts, on the 9th ult., in the seventy-eighth year of his age. He served as President of the college thirty-eight years.

THE catalogue of the Illinois Female College, at Jacksonville, shows a good attendance. Seniors, 5; Juniors, 13; Sophomores, 16; remainder in lower classes. This Institution is under the management of President Wm. H. DeMotte, who for years held a prominent place among the educators of Indiana.

MICHIGAN.—Prof. Evans, of Michigan University, proposes to resign for the purpose of visiting Europe. Prof. Watson has received the *Peir Lalande* medal from the Imperial Institute of France, in honor of the discovery of nine out of the twenty-one asteroids discovered by Americans. The Board of Regents of the University have arranged for the instruction of young ladies in a separate class in the Medical School. Asa Mahan, President of Adrian College, has been nominated for Superintendent of Public Instruction on the "Temperance and Prohibition" ticket.

BIBLE IN SCHOOLS.—The State convention of Methodists in Ohio, at its recent session, passed the following:

Resolved, That the Bible is the only infallible standard of faith and duty, the source of moral and religious liberty, the priceless heritage of all the people, ought to be recognized as such in the family, the church, the college, and the public schools of the State.

Resolved, That as Methodists, as Christians, and in the exercise of our inalienable rights as citizens, we will steadily resist, in all lawful ways, the efforts of all enemies, put forth under any pretext whatever, to destroy the public schools, or to divert the public funds to the support of sectarian schools.

Resolved, That the assertion that the Bible is a sectarian book is the false assumption of infidelity, indorsed by Romanists for sectarian purposes, and can only be regarded by intelligent freemen as a slander, deserving the reprobation of all good men; and the interdiction of its use in the schools, by local boards or municipal authorities, is an unlawful exercise of power, and an outrage upon our vested rights, not to be endured without solemn protests and the exhaustion of all lawful means of resistance.

THE \$12 Lever Watch, No. 13,580, purchased from Chas. P. Norton & Co., 86 Nassau street, New York, January 5th, has been carried by me over six months, with a total variation in time of only 26 seconds, without the slightest regulating, and presents the same brilliancy of color as when purchased.

JAMES K. WILTON,

Sec'y American S. M. Co., N. Y.

NEW YORK, July 30th, 1870.

I HAVE for the past eight months constantly used one of the \$12 Oride Gold Lever Watches manufactured by Charles P. Norton & Co., 86 Nassau street, New York, and found the total variation in its time but one-half minute (30 seconds), and it retains the same appearance of gold as when purchased. Several of our men use them with the same results. I cheerfully recommend them for correctness and wear.

HORACE W. WHITAKER,

Erie Railroad.

THE Five Dollar Sewing Machine purchased by me, January, 1866, from the Family Sewing Machine Company, 86 Nassau Street, N. Y.,

has been in almost constant use ever since. It has not been out of order once, has cost nothing for repairs, and I find it simple and reliable in operation, and always ready to sew. Those friends of mine who use them with the new improvements are very much pleased. The one I have I would not part with.

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3m-10

BOOK TABLE.

A MANUAL OF COMPOSITION AND RHETORIC. A text-book for schools and colleges, by John S. Hart, LL. D., Principal of the New Jersey State Normal School. Philadelphia: Eldridge & Brother; 12 mo., pp. 380.

The subject is treated in the following order: 1, Punctuation; 2, Diction; 3, Sentences; 4, Figures; 5, Properties of Style; 6, Versification; 7, Poetry; 8, Prose Composition; 9, Invention.

This work has many excellencies. A generic excellence is that it gives prominence to the art of Rhetoric, contradistinguished from the mere science. The older works have dealt almost exclusively with the science of rhetoric, leaving the art out of view. This is a grave fault. Later authors are changing this, few, if any, more than the one before us.

Some of the more specific excellencies are the treatment of the SENTENCE. This treatment is full, clear, and in our opinion happy. In this division we know of no work that surpasses this.

The chapter under Diction is clear, practical, and of great value to the inexperienced composer.

The chapter on Invention is good, being presented in the natural order of development.

The chapter on "Composition in Objects" could, with great profit, have been carried farther.

The subject of Versification and Poetry receive, in our judgment too much attention for an elementary work. Second, they do not occur in the most happy place. They should come last, certainly not precede Composition in Prose. The teacher, however, can remedy this, by inverting the order in the recitation room.

The chapter on Punctuation is full and sufficiently minute, but a little defective; 1, in the diffuseness in wording some of the rules; 2, in the omission of a correctly punctuated example under each rule for guidance to the student; 3, in using several very important terms without defining them, among which are Phrase, Clause and Adjunct. Of these latter it may be said that Grammars define them. True, but they differ so in their definitions, that there is need of redefining in rhetoric, thus giving the precise meaning to be employed in the work in use by the student.

We are of the opinion that provision for composing more or less under each division would be desirable. This would give the opportunity for immediate application of rules and principles. This would heighten interest, and give permanence in memory. This is the process of Arithmetic applied to Rhetoric.

Our general estimate of this work is that the defects are so slight, and the excellences so strong, that the work will rapidly go to the front rank as a text-book.

The paper is white, smooth and firm, the type clear, in some cases rather small.

Two other interesting works are on our table, awaiting notice, a *Logic*, by Dr. McCosh, and a *Grammar of the Anglo-Saxon Language*, by Prof. G. A. Marsh. Our examination has not been sufficiently extensive to warrant an opinion.

"*TALKS TO MY PATIENTS*," by Mrs. Gleason, M. D. This is a beautifully bound little volume and is full of practical suggestions on getting well and keeping well. Ladies, especially, will find its perusal interesting and profitable. For sale by J. H. V. Smith, of the City Book Store, Indianapolis.

We have before us a set of beautiful mottoes published by the *Little Chief*. The following are a sample: Be slow to Promise, Quick to Perform; Better be Alone than in bad Company; Always Ready; I will never be Late; The truly Good are the truly Happy; Think, Speak, and Act the Truth.

These are tastefully printed on cards of various colors, and are just what teachers need to hang in their school-rooms. The set consists of fifteen cards, and costs 75 cents.

THOMPSON & BOWLER'S ECLECTIC SYSTEM OF PENMANSHIP is a new system just published by Wilson, Hinkle & Co., Cincinnati. We have looked through these books with considerable care, and see nothing to find fault with, but much to praise. The paper is of superior quality, the engraving of the copies is excellent, the grading good. The instructions for conducting writing exercises, holding pens, etc., are full and clear. The small letters are analyzed into only three elements—the straight line, the right and the left curves. Nos. 5 and 6 are arranged in pairs, one for boys and one for girls. They are paged alike and have the same copies, the only difference being in the size of the letters. This enables the teacher to instruct both at the same time, as though they were both using the same book. This is a new feature and a good one.

WILLARD'S MUSICAL VISITOR is a neat sixteen paged monthly, published at Indianapolis, by A. G. Willard & Co., at \$1.00 per annum.

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Indiana School Journal and Teacher.

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NOVEMBER, 1870.

No. 11.

METHODS OF TEACHING THE ENGLISH LANGUAGE.

W

BY PROFESSOR H. N. DAY.*

In regard to the method of teaching the English language in our schools, it will help us to a right conclusion if we consider one or two preliminary points. And, first, the object of such study—why should the English language be taught at all? The first answer to this question is that the pupil may be trained to communicate his thoughts readily, correctly, and effectively. English Grammar is seldom or never studied in our schools for the purpose of enabling the pupil to understand English discourse, to interpret aright what he hears or reads. It is studied for the purpose of expression, communication; for the ability to put thought into suitable words. The study of one's vernacular, therefore, should be constructive, not analytic; constructive, not in the sense of putting words together, but in that of putting thoughts into suitable words for the purpose of effecting the object for which we speak. If this object be simply to talk, to use words with or without a meaning, then mere word-construction, sentence-building, as it is called, may answer the purpose. But if the object is speaking to convey a meaning, then the training to speak must be by such teaching and exercises as will make prominent this putting of meaning, *of thought*, into every sentence construction.

But while power to express, to communicate correctly

*Author of "Rhetoric," "Logic," and "Art of Discourse."

is the immediate end in the study of language, an ulterior end, and indeed the great, important, governing end in all such study, should ever be power to think. This is the great end of all study; and it is the recommendation of the proper study of language that leads it to this end more directly and more effectively than any other study whatever.

It is incomparably more important that a pupil be trained, so as to think correctly, to form habits of ready, accurate, orderly, and effective thinking, than to speak grammatically or rhetorically. The study of language therefore, should ever be steadily conducted so as to secure this great end in all education.

In the second place, there is what may be called a true, natural order in the conduct of this study. That is, there is in the several parts or elements of the study a dependence of one upon another, one presupposing the other and being prepared for by it. The immediate end of the study being skill in communicating our thoughts in suitable language for some rational object, it is easy to discriminate, in the progress towards this end, several elements, or stages. There is the thought to be expressed, and there is the language form in which it is to be expressed. But there can be no thought without something to think about. The pupil must be trained to observe, and then to distinguish and arrange. And in discourse there are the forms of language for expressing the elementary forms of thought, and the forms for expressing these elementary forms suitably to the rational end or object in speaking; there are the sentence-forms including the word-forms, of which it is the proper functions of Grammar to treat, and there are the discourse-forms, which are the subject of Rhetoric. In training, accordingly, we have this order indicated as a natural order formed in the very nature of the case: 1, Observation; 2, Thought; 3, Use of Word-forms; 4, Sentence-construction; 5, Composition or Construction of Discourse.

In the third place, there are well established methods of procedure in other studies, and analogy may indicate what is the best method in this. The method in the study

of Arithmetic is well established, and it bears a closer analogy to the study of discourse than perhaps any other. We have in that study the oral and the text-book methods, mental and written arithmetic. The two methods are accepted in union. Exclusive oral teaching and exclusive text-book teaching are each repudiated. Arithmetical teaching founded on text-book study, laid out in successive lessons, is the method prescribed by reason, sanctioned by experience, followed by the wisest and most successful teachers. Further, the approved method proceeds by stages, carefully distinguished each from the other, and presents each elementary process separately, one after another, beginning with the simplest. It drills the pupil in each process till it is completely mastered and made so practically familiar that in more advanced and more complicated processes the pupil shall never be stumbled or hindered through ignorance of any mere elementary process that may be involved in them. Addition, Multiplication, Proportion, Reduction of Fractions, and all the other mere elementary processes, are each studied separately till the pupil can work each process, without recurrence to rule, correctly and unhesitatingly and assuredly, and so enter upon the computation of Interest or other more advanced and complicated processes as to suffer no hindrance from want of acquaintance with these elementary processes, and be able to give single and undivided attention to the peculiarities of the new process. This method is indispensable to successful study in Arithmetic; the disregard of it will be recognized by experienced teachers as the chief cause of failure in this branch of study. It is not less indispensable in the study of Language, and in the construction of discourse, the art of English composition. Not more absurd or fatal would it be to prescribe to a pupil a vague, indefinite exercise in Arithmetic, without insisting whether the exercise should be in Proportion, or Fractions, or Evolution, than it is to prescribe a general exercise in Composition without indicating what is to be done in it; not more absurd or fatal to attempt to teach at the start Computation of Interest or Mensuration of Surfaces, before teaching

Multiplication and the other elementary processes, than to teach English Language or Sentence Construction before thorough training in the more elementary processes.

Once more, all successful study of Arithmetic is in intelligence. The pupil at every stage is instructed precisely what he is to do, how he is to do it, and why he is to do it thus. So it should be in the study of Language and Discourse.

Finally, Arithmetical studies proceed constructively from the meaning of each particular process to the application of it in practice. They do not proceed analytically by setting forth a theory of numbers in its several metaphysical points, unfolding the nature of Quantity, the possible relations of Quantity, the modes of effecting changes in Quantity, and the like; nor by expounding through definitions and explanations the kinds of numbers, the nature of numerical sums and differences, of products and quotients, of roots and powers; they enter at once in the production of numerical sums and differences, and the like. So the study of Language and Discourse should proceed thus productively at every step.

In the light of these preliminary considerations we can proceed intelligently to recognize the particulars of a true method of teaching the English Language in our schools.

1. The method should throughout seek as its immediate governing end to secure skill in the construction of discourse—that is, power to express thought clearly, correctly, effectively. And this end will be sought in such a way as at the same time to lead to habits of accurate, orderly, and effective thinking. The interpretation of discourse, the analysis of language, will be kept strictly subservient to this higher end.

2. English Grammar will be taught through the training in Composition. The exercises will be ever exercises in constructing discourse. The study will proceed as an art, not as a science, just as Arithmetic, as ordinarily taught, is taught as an art of computing, not as a science numbers. The art, it is true, must draw in the science;

the practice give the knowledge ; the construction work in the analysis. But the only true method is to treat the whole study as an art, not as a science. It is the only effective way of teaching Grammar, as it is the only intelligible, rational, attractive way for beginners.

3. The study must proceed from the thought to be expressed to the expression—from the thought-form to the word-form. In the study of a foreign language, we start from the discourse as already constructed, from the sentence, from the word, our object being to learn to get at the thought ; in the study of one's vernacular this is reversed ; we seek skill in expressing thought, in putting thought into word, and must, therefore, begin with the thought. The order is *observe, think, express in suitable word, sentence, discourse*.

4. The study should begin with exercises on familiar, sensible objects within the range of the pupil's observation, about which he may think and say something. The names of such objects will, rightly presented, lead to a familiar acquaintance with grammatical nouns, their nature, uses, and kinds. Then will be given exercises in observing, distinguishing, arranging and expressing the attributes belonging to such objects, so that the pupil shall be trained to habits of readily observing the attributes of all objects in their due order and completeness ; of distinguishing the several classes of attributes, the different modes which language furnishes for expressing them. Then should follow exercises on all the modes of our thinking objects in reference to their attributes. The simple elementary forms of thought and of expression will be taught thoroughly first ; the modified forms will then be more easily mastered ; and the regular, normal forms be taught before the irregular and abnormal forms. Without farther enumeration of the successive steps, which would be but the tabulated contents of a proper text-book on the subject, it will be apparent that a very immature mind, a child of six or eight years who can read and write, can be conducted in an intelligent, interested way through the whole art of Constructing Discourse.

INDIANAPOLIS, September 21, 1870.

MESSRS. EDITORS:—Will you oblige me by publishing the following tract, "Temperance in the Public Schools," in your Journal? The teachers in the public schools are among our most zealous workers in the temperance reform, and I feel sure they will be profited and encouraged by reading the clear and convincing argument of this document.

C. MARTINDALE,

General Agent Indiana Temperance Alliance.

TEMPERANCE IN THE PUBLIC SCHOOLS.

BY PROFESSOR GEORGE W. HOSS, A. M.

In considering this subject, the first inquiry is concerning

THE RIGHTS OF THESE SCHOOLS RELATIVE TO TEMPERANCE.

These rights are double, moral and legal. Concerning the first, none can doubt; hence, nothing need be said. Concerning the second, the argument is more complex, consequently requires more attention. The chief points to be considered are: first, the relation of these schools to the State; second, the relation of the *State, or Government to the people.

The relation of the Schools to the State is that of agent to principal. The State is Principal and the Schools Agent. The State employs the Schools to do a part of its work, and, therefore, may direct as to the work to be done. To determine what work the State may or should require to be done, we must learn its obligation to the people. The admirable "Bill of Rights" in our State Constitution, defines this obligation with remarkable clearness. It says that "All power is inherent in the people; and that all free Governments are, and of right ought to be, founded on their authority, and instituted for their peace, safety and well-being."

This presents, with striking precision and force, the grand objects of civil government; namely, the *peace*,

*The terms "State" and "Government" will be used as synonyms in this paper.

safety and well-being of the people. Here is the obligation of government. To meet this obligation it is bound to use all honorable means and agencies at its command. Temperance is an honorable means, and the Schools, an honorable agency. Is not the Government, therefore, under obligations to use this agency and these means? The only just grounds of hesitation lie in the query whether temperance is promotive of these ends. Let us see.

Who dare say temperance is not promotive of peace, safety and well-being? None. More, it is not only a promoter of these, but it is a constituent element of them. No one can conceive of peace in any comprehensive sense, without including in it, temperance. Safety in the highest degree, either for the individual or for community, is impossible without temperance. Well-being (i. e. prosperity and happiness) is alike impossible without it. These granted, no question can arise concerning the conduciveness of temperance to the above ends, consequently it is a means ready for use.

Second, by a different and independent line of argument, we reach the same conclusions. Next after the Government's obligation to the people, is its obligation to itself. The right of self protection is always operative, and authorizes the employment of any and all honorable means to that end. One of the most potential elements of safety to a State is the purity, integrity and intelligence of its citizens. But a prime element of these qualities is temperance. Intemperance and moral purity are antagonistic, and must eternally remain so. Hence temperance is promotive of good citizenship, and good citizenship is essential to the safety of the Government. Thus from the position of duty to itself, the State is under obligation to promote temperance. Thus the two lines of argument converge in the same point, temperance.

The right of the State to employ the Schools in the work being established, also the duty of the State to promote temperance, the next question is

THE EFFICIENCY OF THE SCHOOLS IN THIS WORK.

This efficiency is guaranteed by Scripture: "Train up a child in the way he should go and when he is old he will not depart from it." Experience sustains this declaration as a general law. Six thousand years in the life of the race have been furnishing the proof of this declaration. Therefore, train the young in the principles and practice of temperance, and in abhorrence of intemperance, and almost without exception, their lives will conform to this training. So obvious is this truth that it rises almost to the rank of an educational axiom. When applied to the individual, the axiom is "train up a child," &c., and when applied to a community or people, it is, *what you want to appear in the life of a people or nation, should first appear in the schools of that nation*. History attests the truth of this proposition, and wisdom says let us act upon it; that is, if we would have temperance in the American nation, instead of shameful intemperance as now, let us put temperance into the Schools of this nation. What a work! Five millions of the nation's children taught and trained in the principle and practice of temperance! Five million youths growing up to be sober men and sober women! The very conception of such a result should fill every philanthropic heart. Who can estimate the blessings of such a work? Intelligence, peace, plenty, long life and honor, instead of ignorance, discord, poverty and untimely and violent deaths, "men not living out half their days." Who does not desire to aid such a work? The Schools can and should aid in this work. This brings us to the practical question

HOW?

How can the Schools aid? By putting temperance and its principles into the Schools. But how its principles? By direct instruction. Orally and by text-books. By oral instruction, the teacher can, in a degree, explain to the youngest pupil, the evils of intemperance—evils, to body, soul, and intellect, evils to fortune, character, and reputation; in a word, that it is "evil and only evil, and

that continually." By the same means, the blessings of temperance can be explained, and the heart of the pupil touched, and the subsequent life influenced. Such teaching judiciously, but earnestly and affectionately given, throughout a child's school life, will crystallize into conviction, and in after years harden into character. Children believe their teachers; here is the source of power.

TEXT-BOOK.

The text-book should treat *Alcohol*, first chemically, analyzing it as it does other compounds, giving its properties, and assigning it its place. This place is, and should be, prominent among the poisons. Thus every child should be taught the true nature of alcohol, always speaking of it, and regarding it as a *poison*.

Secondly, it should be treated physiologically; namely, in its effects upon the human system, and in its consequent effects upon the intellect and morals.

This text-book instruction should show, elaborately and conclusively, that alcohol is pre-eminently a brain poison, that is, while other poisons attack inferior portions of the system, as the "alimentary passages," the "salivary glands," the "spinal chord," and the like, alcohol, demon-like, goes straight to the citadel of the soul, the brain. It should show that this demon, like its kin, is ever ready to do the work of the pit, that it is swift to defile, strong to degrade, and quick to inspire with the vileness of its own nature. In a word, it should show that its effect is to make a man a fiend or a brute. This should be taught chemically and physiologically, hence philosophically and convincingly. The pupil thus taught, and convinced of the vileness and destructiveness of his foe, will, in the main, shun him, as he does any other agent of sin and death.

THE TEACHER'S OBLIGATION.

The timid or indifferent teacher may say, "I am under no obligation to do this work." Dear Teacher, consider well before you thus decide. Has a teacher filled the high mission of an educator when he has taught a few facts in geography, or a few rules in grammar, or a few

principles in physical or political science? Surely not. If so, where are *manners, morals, and character*? Are these less than grammar, geography, botany or geology? No, they are infinitely more. As the soul is more than the body, heaven more than earth, so these are more than those. But as the greater includes the less, or the whole includes all the parts, so manners, morals, and character include temperance; and as the teacher is bound to teach and develop these, so is he bound to teach temperance.

The teacher's work is one of morals as well as of intellect. He who denies this would rob the teacher of his noblest prerogative. He who would divorce moral culture from intellectual culture, is either deceived or vicious. In either case his counsel is not to be followed. Hence, teacher, in our deliberate judgment, your duty is clear. You are under obligation to aid in this work.

CONCLUSION.

Space does not permit us to notice the economy of temperance, and its consequent thrift and prosperity; nor the cost, waste, and consequent desolation and woe of intemperance. Nor is this necessary. The land groans with the evils of the latter, every village and hamlet attesting its horrors. Where it exists is woe. Whether it moves in narrower or wider circles through society, in its track is *death*—death to happiness, to purity, to health, to the body, and finally a black and eternal death to the soul.

Here is a work heavy enough for the strongest, and noble enough for the greatest; the grand and glorious work of saving the young. Teachers and school officers, as the guides and friends of the young, and as the known opponents of intemperance and vice, you are earnestly and affectionately solicited to do what you can to train the young to temperance. Let your words be the noble words of the heroic Luther, "Under God we must save the Children."

Who labors to save the youth, labors to save the State.

NOTES OF EUROPEAN TRAVEL—VII.

BY MRS. J. G. KINLEY.

Retaining our carriage, we enjoyed a delightful drive through the heart of Warwickshire to Warwick Castle. The country is magnificently cultivated, and is more like a vast park than an agricultural district. About a mile from the castle we found Guy's Cliff, and alighted to see Guy's Cave, Guy's Well, and his wife "Phyllis's" Walk. The neighborhood is full of historical interest, and at every turn some quaint object, or battered wall, or crumbling ruin carries us back into forgotten realms of thought and interest. Arriving at Warwick Castle, we examined the Porter's Lodge, and an old gabbling crone showed us the armor worn by the gigantic legendary hero, Guy's of Warwick, which she averred weighed a hundred and seven pounds. His porridge-pot, which reminded me of a huge soap-kettle, also received due attention, and gave us suitable impressions in regard to the quantity and quality of his diet. As we depart we are reminded that we each owe a shilling for this branch of sight-seeing.

Winding up a beautiful road, we pass between Guy and Cesar's Towers, and gaze upon the ancient moat and portcullis which once contributed to the defense of the castle. This magnificent structure is built upon a rock whose base is washed by the classic Avon. It was founded by Ethelfleda, the daughter of Alfred the Great, in 915; but it has had many partial demolitions and rebuildings since, and is now one of the finest palatial residences in England. A lady with the air of a queen escorted us from the Great Hall through the gorgeous rooms, naming them as she entered each. The Great Drawing-room, the Cedar Drawing room, the Red Drawing-room and the Gilt Drawing-room, appeared to our curiosity-seeking eyes, marvels of elegance and refined taste. Then we were shown the state bed-rooms, which contained the bed of Queen Elizabeth, and upon which Queen Anne had slept when she visited this castle. Then

Lady Warwick's boudoir ended the suite of apartments in that direction, and we gazed admiringly upon its green velvet and satin hangings. Next the Compass-room, with its windows painted by Rubens, and fine paintings by the same artist. Titian and others gave us an agreeable half hour, and we ended our visit by a walk through the Armory, which she said was the "finest Baronial 'All in Hengland." As we neared the outer door we wondered whether this self-possessed, queen-like woman was as greedy for gold as we had found all other guides to be, and with some hesitancy we approached the financial question. We were soon enlightened upon that point, for she demanded a crown for her services with as much coolness as if she were drawing her pay from the Royal Exchequer. I own to a feeling of disgust at this system of replenishing one's treasury by exhibiting one's house as a museum of curiosities. American pride would feel humiliated by such means of increasing the domestic revenue.

Our next venture was to see the Warwick Vase, and we determined to see it in peace; so we trudged off alone through the stately elms and far-famed cedars of Lebanon, which ornament the pleasure-grounds, to the green-house where the Vase is kept. But we were disappointed in our dreams of quiet, for an old man came hobbling along and insisted upon telling us all about this wonderful relic. We were obliged to hire him to leave us, and so we were victimized after all.

This colossal wine-cup, capable of holding one hundred and sixty-eight gallons, was found near Adrian's villa, a few miles from Rome, and was brought to England by Sir William Hamilton, in 1774, who sold it to the Earl of Warwick. It is said to be the work of Lysippus, a Greek sculptor, and is about two thousand years old. It is a splendid work of art.

The Earl's grounds are gloriously grand, and the Avon wanders through them in quiet beauty. It is preferable to ride through this part of the country in a carriage, so we continued our ride to Stratford-upon-Avon, retaining our driver for that purpose. Our road lay through a

region of beauty that seemed to vie with the fabled Elysian fields in rural splendor, and we quietly drank in its varied delights. Availing ourselves of the Red Horse Inn, our good host was not long in showing us a parlor sacred to the memory of Washington Irving, and I could but smile at the pride he evinced in so doing. Our curiosity, however, led us away from the inn, for the home of the immortal bard was the great attraction of this sleepy, lazy old village. We found an old timber and plaster house, in tolerably good repair, and full of mementoes of the renowned Shakspeare. In the birth-room, on a window-pane, we read with difficulty the name of Walter Scott, engraved by his own hand, but it had been so re-covered by names of lesser note as to be almost obscured. I am glad there has been a prohibitory law passed in that house, and henceforth fools can not become so cheaply notorious by simply writing their names over the really illustrious ones. Above a fire-place, whose dimensions were ample enough to drive a four-horse wagon through and out at the top, hung some verses in a frame, made by Lucian Bonaparte. I had to stand on tip-toe to read them, and after doing so, I walked into the fire-place and gazed at the sky overhead, so capacious were its facilities for star-gazing. Among the numerous relics were many portraits of Shakspeare, but they do not give one a very exalted idea of either the beauty or morals of the bard. He looks more like an old beer-guzzler than poet. It is to be hoped that the fault was in the artist rather than the subject. From the house we walked to the church of the Holy Trinity, to see his tomb. The Avon runs beside the church, and you approach it through a magnificent avenue of lime-trees. The evening service had commenced, but we had an opportunity to see his bust, which adorns the wall, and walk over his dust, which reposes beneath the floor. Returning to the hotel, we passed the cellar of the house in which he lived with his family. It was surrounded by a high wall, and a shilling a head was the admittance fee. It so happened that each member of our party was so tall that it required but little neck-stretching to see the cellar and pump,

which were the only objects of interest, and so we thus dodged the tariff for once, which was, I believe, the only time in my life that I ever found my height profitable.

Anne Hathaway's cottage is a substantial but very primitive-looking farm-house, with stone floors and huge fire-places. The landlady greeted us with an immense courtesy as we entered, and in showing us about the premises modestly hinted that she was a relative of Mr. Shakspeare, and proceeded to prove it by referring to an old Bible in which was written her grandfather's name, John Hathaway Taylor. It is much less trouble to believe what you hear than to doubt, and as I read the name in the Bible and believed, so I read the Hathaway initials out in the bacon-house door—the identical door that stood there when Anne was a girl—and never doubted. I drank reverently from the same well that furnished the water which quenched the thirst of Shakspeare when he came to woo; but when the orchard was pointed out as being the same that furnished the cider and apples for that illustrious race, my gullibility gave way, and I asked if the trees had not attained an unprecedented age for apple trees. The good descendant of the Hathaways then informed me that she thought perhaps the old trees were all dead, but it was the same spot where the old orchard stood. I accepted the amendment, and believe my eyes have rested upon the same spot where William and Anne used to walk and talk and eat apples. Gathering some lavender (we presume it was not planted by Miss Anne), we bade adieu to the cottage, and by a circuitous route reached our inn in time to see a dancing bear enlightening the natives in the poetry of motion. I know of no better place for one to doze and dream in than this same Stratford-on-Avon. The very atmosphere is soporific, and everything betokens repose. Thus the activity of the bear and the two men who assisted, one by holding the bear's chain, and the other picking up the pennies scattered by the crowd, greatly delighted us, for it was the only symptom of present, stirring, active life we had seen.

Early in the morning we bought tickets for London,

and started on time for this modern Babylon. The city of colleges would not be missed, so we alighted to take a run through the University and some others of these famous seats of learning, not forgetting the Bodleian Library and the schools containing the Arundelian Marbles. I confess I was not antiquary enough to receive much benefit from the marbles, as the writers of the inscriptions upon them were very unfortunate in not knowing the English language; hence my lack of sympathy with the wisdom there inscribed. I could, however, enjoy the promenades in Christ Church Meadows and Magdalen Walks, which I hope will make amends for my ignorance of the unspeakable language on the Arundelian Marbles. In front of Baliol College Bishop Hugh Latimer, Nicholas Ridley, and Archbishop Thomas Cramner were, in 1555, burnt at the stake, by order of the Popish Bloody Mary, and a fine monument marks the spot.

There are nineteen colleges, with five halls for the residence of students. The following tabular statement will show the names and dates of the founding of the several colleges:

University College, founded by Alfred the Great, A. D. 872.

Baliol Collage, founded 1263.

Merton, at Madden in Surrey, founded 1264.

REMOVED TO OXFORD.

Exeter College, founded 1314.

Oriel College, founded 1326.

Queens College, founded 1340.

New College, founded 1386.

Lincoln College, founded 1427.

All Souls College, founded 1437.

[Magdalen College, founded 1456.

Brazen Nose College, founded 1509.

Corpus Christi College, founded 1516.

Christ Church College, founded 1525.

Trinity College, founded 1554.

St. John's College, founded 1557.

Jesus College, founded 1571.

Warham College, founded 1613.

Pembroke College, founded 1620.

Worcester College, founded 1714.

Though united for University purposes, each of these several colleges has a distinguished record of its own, and each glories in its list of distinguished names given to history.

Oxford is a place of great antiquity and suffered much from the barbarous Danes. Here Ironsides was murdered, and here lived Canute, whose son, Harold Harefoot, ruled England and was crowned in this famous city. It was the home of Henry the First and Henry the Second, and Richard the Lion-Hearted was born here. Poor Amy Robsart lies buried in the church of the University, in an unmarked grave, but Sir Walter Scott has built for her a fadeless monument, as enduring as his memory, which will end only with time. Our visit and visions of kings, queens, learned men, papists, heretics, fire and faggots ended, and we were off for London at last. How disappointed I was when I first saw the Thames can never be told. To immortalize such a brooklet as this seemed to be, but a few miles from London, is only equalled by the notoriety given to Pogue's Run, at Indianapolis, by the celebrated battle fought upon its banks in May, 1863.

SOUND PHILOSOPHY.—A good anecdote is told of a celebrated English divine, that, being visited one morning in his study, he was asked by a friend, "Doctor, why do you sit in such a little place as this? You have not room to swing a cat." "I do not want to swing a cat, Sir," was the reply. What volumes of philosophy are comprehended in this answer! The true secret of happiness lies, after all, not so much in gratifying our desires as in conforming them to our actual situation; it is the longing, restless desire to attain something out of our reach that makes so many lives miserable.

SCHOOL GOVERNMENT.*

It is conceded by all that schools must be governed. If order be the first law of heaven, it is scarcely less essential to make it the first law of the school room.

The ability to govern may be natural to some, but even those who are not thus gifted, may acquire this power; though probably not so perfectly as those who, by nature, are good governors.

The first requisite to this end is *self government*. How can a man expect to govern others when he can not or does not govern himself; when on the occasion of some misdemeanor he flies into a passion, and ferules or otherwise rashly punishes the child?

I believe this (government of temper) to be the first requisite to *self government*; in fact, he who has entire command of his own passions, has command of himself in almost every other respect. 'Tis true we often have the patience severely tried, have quarrels to settle, and other things which tend to make us lose self-control. But what a complete victory have we won when we have so learned to control the temper, that amidst all these difficulties we are never *known* to be angry.

But the teacher may be able to govern his temper and still fail to gain the respect of pupils and parents. The causes are various. Levity is one. *Levity* is a weakness which too many teachers exhibit, fancying that by their levity and childishness, they please the little ones. This is an error, for they will find that pupils lose their regard for the teacher's commands, and obey reluctantly or indifferently.

The other fault is *moroseness* or *peevishness*. Some teachers, endeavoring to avoid frivolity, become so reserved as to make their pupils feel distant, or they (the teachers) will become fretful and peevish, ordering pupils to do this or that, or fretfully say, "We can not have such

*A paper read as a class exercise by a member of the Normal Class in the State University.

disorder." Such a teacher will scarcely be *respected*, much less *loved* by his pupils and patrons.

It is much easier to do any thing if we firmly believe ourselves capable of doing it, than to imagine the work next to impossible. Should we undertake to govern a school, feeling ourselves almost or altogether incapable of governing it, we may feel assured that we will not succeed. Whenever the pupils find that we doubt our own success, they will be ready to test our skill; therefore before undertaking a school we should weigh carefully the difficulties, and judge whether or not we are able to govern, and then enter with a *confidence* in *our own ability*.

Another quality is *courage*. What an amount of courage it does take to govern a school properly—courage to make a rule and courage to execute it. We all know that in a majority of cases, it takes more courage to execute than to command. We know that a certain rule is best for the school, we announce it, but the heart sickens, and we feel as though we needed the strength of Hercules, when the law has been broken and punishment is absolutely necessary. Teachers, if you have never had a little boy brought before you, and hoping he may be cleared, have the little culprit tried and, alas! found guilty; that this little one must be punished, and by *your* hand—well, you know very little of the heart-aches of the teacher.

Side by side with courage is *consistency*. This needs but little comment. Every one (whether he practices it or not) preaches consistency. Teachers must be just, their government must be uniform; and in order to be just and at the same time consistent, it is usually best not to announce penalties in advance. It is not just to be tyrannical, neither is it just to be what the children call too easy and good natured. I do not mean that teachers should not be good natured, but that they should not be too lenient. Neither should a teacher be more strict with small than with large pupils, i. e. allow a large boy or girl to whisper or change seats, and punish smaller ones for the same offence. Neither should

he punish one and then let another escape because he is a rich man's son, or because he is very smart, or because he is a favorite.

Firmness is near akin to courage. At first thought it may appear to be opposed to kindness, yet it is absolutely necessary that the teacher should be firm as well as kind. He should show the pupils that although he feels kindly toward them, and takes an interest in their welfare, he *must* be obeyed. When pupils feel this they will involuntarily respect the teacher.

Last, but not least, the teacher should thoroughly understand human nature, more especially *child nature*. He must learn the peculiar disposition of each one under his care. We never find two dispositions alike any more than we find two faces. Some pupils are capable of learning more in a day than others, and should have lessons assigned accordingly.

Added to the above, the following should be observed:

1. Few rules should be made and these carefully enforced.

2. We should not be suspicious that pupils are not honest, at least not exhibit such suspicions. When a boy knows that he is suspected, he may say to himself, "It is of no use for me to be good, I would not get credit for it any way."

3. If a teacher would succeed he must secure the co-operation of the parents, hence the necessity of communing with them; as a matter of etiquette the parents should call upon the teacher; but when they do not, the teacher should call upon the parents (or rather he should call before entering the school) and be willing to explain his plans to them. When parents visit the school we should not deceive them by displays, or by hearing the best classes recite, but rather hear classes as usual and let parents know what their children are doing. C. E. B.

FOUR things come not back: the spoken word, the sped arrow, the past life, and the neglected opportunity.

PENMANSHIP.

The most successful method of retaining a thorough knowledge of any science is to carefully classify the prominent features deduced after an attentive perusal of the work. This synopsis should be brief, and yet give a comprehensive view of every element which belongs to the subject it is designed to represent. The science of penmanship contains seven distinct features which can be classified as follows:

Distinct Features of Penmanship.	Position.	{ Body. Paper. Penholder. Hands. Arms. Combined. Whole-arm.	
	Movement.		
	Slant.		
	Form.	{ Small letters. Capital Letters.	{ Short Turn. Oval. Loop. Indirect Oval. Direct Oval. Stem.
	Height. Space. Shade.		

The position of the body should be easy, slightly inclined forward, with the right side next to the desk. The paper should be placed with the ruled lines at right angles to the fore-arm. The penholder should be taken between the thumb and first two fingers, crossing the second finger at the root of the nail, and the first finger at or just before the upper joint. The second finger should rest one inch from the point of the pen. The thumb should rest against the lower part of the left side of the penholder, and opposite the lower joint of the first finger. The third and fourth fingers should rest lightly on the paper, and should curve sufficiently to permit the nails to slide freely over the paper. The right hand should be placed in such a position that the top of the penholder will point over the right shoulder near the arm. The left hand should be placed on the paper at right angles to the right hand. The arm should rest on the muscle near the elbow. The wrist, or side of the hand, should not touch the desk. The

combined movement is the movement of the fingers and fore-arm at the same time, the fingers performing the downward and upward movements, and the fore-arm the right and left movement. The whole arm movement is the movement of the entire arm, with the fore-arm slightly elevated above the desk. This movement is performed without moving the fingers. Penmen differ with reference to which movement should be universally practiced. When the whole arm movement is employed it is very difficult to form letters correctly. Hence, pupils while acquiring a knowledge of the form of letters, and persons desiring to write accurately and legible, should use the combined movement. For rapid business writing the whole arm movement is preferable. All letters should be uniformly slanted. If a proper position is attained, the slant will be correct. The form and analysis of one class of small letters will be illustrated by engravings in the next number of the JOURNAL.

L. S. CAMPBELL.

Moore's Hill, Indiana.

PUBLISHERS' BY-LAWS.

The following by-laws, adopted by publishers, are of interest both to officers and teachers. As before stated in this journal, this system is admirable, and will relieve trustees from the thousand and one annoyances of the former agency system :

No books shall be sent out for introduction on sale or commission to any party or parties whatever, either book agent, teacher, city, county or State superintendent, members of boards of education for districts, cities, towns or villages, township clerks, treasurers, book-sellers, store-keepers or private individuals.

When books are supplied for first introduction by publishers or their agents, no more shall be sent than are absolutely required to supply one to each pupil using books of corresponding grades so displaced, and there shall be no allowance for old books.

No employment money, promissory notes, drafts, checks, real or personal property, or promise to give—verbal or written—nor anything that can be converted into cash or its equivalent, no books (except single copies for examination), maps or charts, or school furniture shall be offered or given by publishers, members of this association, their agents, or any person or persons representing them, nor any undue means whatsoever shall be used to bring about and accomplish introductions.

Publishers, members of this association, shall be allowed to establish offices at certain centers in the United States to a number not exceeding eight, selected at the discretion of each publisher, for the purpose of establishing corresponding agents, whose duties shall be clerical, and who shall in no case visit towns, cities, or individuals in that place or elsewhere, to solicit introductions or changes in school or text-books.

No agent or agents shall be employed for outside or field labors after the first day of July, 1870, and all field agents at present employed shall be withdrawn by that time, and it is understood that in the term "agent" is included publishers themselves, authors and all interested in copyrights.

Introductions of new editions of books in the matter of terms shall be regarded as new books, and are not to be introduced at less than one-half the retail price.

Applications from Normal schools may be treated according to the discretion of the publisher as to price above one-half retail, but in no case shall donations of books be made to them, nor any sale at less than one-half the retail price.

For the protection of interests of members of this association from attacks by parties not members, the executive committee may, on written application, modify these by-laws to meet the emergencies.

FIGHT hard against a hasty temper. Anger will come, but resist it strongly. A spark may set a house on fire.

THE LEGAL RIGHTS AND OBLIGATIONS OF TEACHERS.—I.

OF THE EXAMINATION AND CERTIFICATE.

[In this and the three or four articles which may follow on the same general subject, it is but justice to say, that while the field is wide and most inviting, and would, it is believed, well reward the labor of a patient worker, it is not my purpose in this connection, to attempt more than to glean a little here and there for the benefit of young teachers and inexperienced school officers.]

The State having made provision for the education of its youth with the public funds, it is evident that it is not only the right, but the duty of the State, to fix some standard of qualification for those who would teach in the public schools. And in the exercise of this right and duty, it becomes necessary to vest somewhere the power of examination, which may be in a board of county examiners as in Ohio, or in a township inspector as in Michigan, or in a county examiner as in our State.

Every person has a right to become a candidate for a teacher's certificate, but as a condition precedent to the right to demand an examination, the statute provides that the applicant "shall produce to the examiner the proper trustee's certificate, or other evidence of good moral character (Sec. 34, Ind. School Laws). It will be observed that the burden of establishing the "good moral character" of the applicant is on him, and the examiner may and ought to refuse an examination until that has been done to his satisfaction. The production of a trustee's certificate will always be sufficient to justify the examiner to grant a license, but where this can not be produced, he is authorized to consider any other evidence which may be offered.

The phrase "moral character" is not subject to a strictly legal definition. The standard of moral character in 1770 is not the standard of 1870, and the standard in one locality to-day, is not the standard in another. This phrase is like the word "reputable," of which the Su-

preme Court of Indiana in the case of *Hardin vs. The State*, 22 Ind. 253, say: "A certain standard by which to determine who are and who are not 'reputable' can not easily be found. It fluctuates more or less with every shade of opinion that may be entertained by the community, upon the subject of religion, morals, and politics; and a man, who by one jury or set of triers might be thought to be highly reputable, might by another be thought to be exceedingly shabby." The Superintendent of Public Instruction in this State has in a note to sec. 34 *supra*, said that "No person who indulges in such immoral practices as profanity, drunkenness, gambling, or licentiousness, should be licensed to teach," and the like has been held in Michigan, Ohio, and probably in most of the States. It has been held in New York and in New Jersey that a teacher should not be questioned as to his religious belief, and in the latter State, it is not considered proper to inquire into his political opinions; but the Superintendent of Common Schools in the former State, in 1830, held that "if a person openly denies all religion, he ought not to be a teacher of youth." And it may be submitted that one who is a violator of the civil law ought not to be so entrusted.

The indefiniteness and uncertainty of the act in question is of such a nature, however, as to render it merely directory to the examiner, and his action under it will be final and not be subject of review. *The State vs. McGinley*, 4 Ind. 11. Every examiner is authorized to fix his own standard of morality, and it would be well for that standard to be a high one.

The above named section of our law provides that examinations must cover "orthography, reading, writing, arithmetic, geography, English grammar, physiology and the history of the United States;" but it must be observed that in the following section, a dispensing power, so to speak, is provided. If a district should designate a less number of branches which, and only which, it is desirable to have taught therein, the examiner is authorized to examine the candidate for their school in the

branches designated, and license accordingly. But it must be remembered that the authority for such an emasculated examination must come from the trustee. It would not be enough for the applicant, or the school district by vote or through the director, to ask for it, but in every instance, the trustee "shall require" it, before it will be lawful for the examiner to grant it. So an examination may be enlarged and cover branches of learning in addition to the common school curriculum; but here it would seem, that the same care in looking for a proper authority to grant such enlarged examination is not necessary, for it is scarcely probable that a liberal certificate could be used as an instrument of fraud, whereas a limited one might. It must be remembered, however, that in no case can an examination in additional branches be demanded as a matter of right by teachers, unless their demand is accompanied with that of the trustee.

D. D. B.

HOW I SPENT MY SUMMER VACATION.

On the 16th of June last I left Indianapolis to make a short visit to the Old World. My business required that I should be back by the first of September, and I was told by many that it would not pay me to cross the ocean for so short a visit. But as this was all the time I could command, and as the trip was one of the long-cherished objects of my life, I determined to test the matter for myself.

As I have been asked a great many times, since my return, what I saw in the short time, and what it cost me, and whether it *paid*, I have concluded to give an outline of my trip. It will perhaps be of interest to some who are wishing to make a similar tour. I shall mention only the most important places visited, and can not stop to even mention the principal objects of interest.

We landed at Londonderry, in the northern part of Ireland, visited the Giant's Causeway and the city of Bel-

fast. From Belfast we went to Glasgow, Scotland. We visited Loch Lomond and Loch Katrine, those beautiful Scotch lakes, made illustrious by Scott, in his "Lady of the Lake." Ellen's Isle, on which the "Lady" was when she said, "Soldier, rest, thy warfare o'er," etc., is near the lower end of Loch Katrine. We went to Sterling, where is situated the famous old "Sterling Castle." From this castle can be seen thirteen counties and twelve battlefields. From here we went to Edinburgh, where we visited some schools, of which we shall have occasion to say something in the future. In England, we visited Warwick Castle, Kenilworth Castle, Stratford-on-Avon, (Shakespeare's old place), Oxford University, and London. We were a week in London. In Belgium, we visited Antwerp and Brussels. From Brussels we went to Cologne, entering Prussia on the very day war was declared by the French. At Bonn, thirty miles above Cologne, we took a boat bound up the world-renowned Rhine. The fine scenery begins here. We stopped over Sabbath at Coblenz, which is the summer residence of the King of Prussia. We saw the Queen. We there visited the old church in which Charlemagne divided his empire among his grand-children. We went up the Rhine as far as Mayence—the beautiful scenery stops a short distance above Bingen.

We were at Frankfort-on-the-Maine, Darmstadt, Baden-Baden and Heidelberg. The war prevented our visiting Strasbourg. We, however, from the railroad fifteen miles away, saw very distinctly that tallest spire in the world. In Switzerland, we visited Lake Lucern, noted in the history of William Tell. At Altorf, two miles from the head of this lake, is pointed out the place where Tell shot the apple from his boy's head. A fine statue marks the place where he stood, and a fountain the place where the boy stood. From here we went to Zurich, up Lake Zurich, and thence to Chur, by rail. From Chur, by private conveyance, over the Alps, by the Splügen pass. In Italy, we saw Lake Como, Milan and its wonderful Cathedral; old Venice, with its water streets and its gondolas (a city of 110,000 without a horse or a carriage

of any kind); Florence, with its immense picture galleries. Here we saw Hiram Powers, the great American sculptor. He is just finishing a new statue, "Eve," which is more beautiful, if possible, than the "Greek Slave." We were at Pisa, and climbed to the top of the Leaning Tower, and saw, in an old cathedral near by, the chandelier that suggested to Galileo the idea of keeping time by means of a pendulum. We went from Leghorn, on the "Blue Mediterranean," to Genoa, the birth-place of Columbus. From Genoa we went to Turin. We re-crossed the Alps by that wonderful railroad over Mt. Cenis. Again in Switzerland, we visited Geneva and Chamouni, at the foot of Mt. Blanc. This is the celebrated glacier region. We were not more interested in any one thing we saw in Europe than were we in the Mer de Glace. In France, we visited only Lyons and Paris. We were in Paris the week after the first French defeat, and consequently did not see it at its best. But Paris is without doubt the most beautiful and the most magnificent city in the world.

We arrived home on September 4th, having been gone a little more than two months and a half. In that time we traveled over 13,000 miles. The trip cost us \$530 in currency. This includes about \$25 for clothing, which should not strictly be counted as trip expenses.

The trip *paid*—paid richly. We never have spent a summer vacation that paid so well.

Two months and a half is not sufficient time to "do" Europe in, but if that is all you can command, go, and, our word for it, you will never regret it. W. A. B.

TRUTH will ever be unpalatable to those who have determined not to relinquish error, but can never give offense to the honest and well-meaning; for the plain-dealing remonstrances of a friend differ as widely from the rancor of an enemy as the friendly probe of a physician from the dagger of an assassin.

OFFICIAL DEPARTMENT.

SINCE the last issue of the *JOURNAL AND TEACHER* I have done but little field work. A variety of other duties has made it necessary to suspend, for a time, my county visits. I fear I shall not be able to see all. The extra session of the Legislature put me so late into the field that I have been unable to accomplish all the law contemplates. I hope yet during the Autumn and Winter to complete the work.

EXAMINERS' REPORTS

have generally come in. Some have information additional to the statistics called for, suitable for an appendix to my report to the Legislature. I should be pleased to be able to make a full exhibit of the educational condition of the State. I hope the

FACULTIES OF COLLEGES

will send me by the middle of November a statement of the condition of their respective Institutions, suitable for my report. It is desirable to know what is the progress and work of all our scientific and literary Institutions in the State, public and denominational.

THE PRISON REFORM CONGRESS,

which commenced its session in Cincinnati on the 11th of last month, has been an occasion of much interest. The proper objects to be kept in view, and the best means of reaching them in the punishment of crime and the reformation of the criminal, in the Reformatories for vagrant and criminal boys and girls, in Intermediate Reformatories for young men and young women, and in the more rigid system of prison life in the Penitentiary and work-house, are subjects that call for profound thought. The advancing civilization of our day has led the Christian philanthropist to study the Political Economy of this work, as well as the moral duty of those engaged in it. Education, labor and Christianity have a mutual dependence on

each other that needs to be well studied. It is the interest of the State to educate the citizen so that he may have a capacity for conducting productive industry in a way that will multiply wealth and the comforts of life. His moral ideas, appetites and amusements must also be so cultivated and restrained that virtue, temperance and respect for the rights and privileges of others will secure obedience to the law and honor the State for conscience sake.

Ignorance and idleness are the soil in which mischief and crime lay their eggs and find a rapid growth, and if we will not pay the expense of educating the youth of the State aright, we must pay the bill with interest in litigations and prisons to punish those who have never known the parental authority and power of the State only by the pains and penalties it has inflicted upon them.

The examination of this question is a fit subject for moral, intellectual and legal science. Much of the happiness of society depends upon its practical solution. It was interesting to see two or three hundred men assembled, fresh from their prison labor, showing every variety of opinion on the moral and practical features of the work. They were men of superior minds and large experience. They came from Europe, Canada and the States. They were earnest, and meant to reach the best conclusions that could be arrived at by such councils.

The woman question was as prominent there as elsewhere. It was confessed that the hardened sinner whose heart would not soften when men have made their most earnest appeals, has yielded to the tender tones of a mother's voice, and the criminal whose greatest pleasure was in treasuring thoughts of revenge, and who had long lived in forgetfulness of the guardian angel of his boyhood and youth, has been brought by her to penitential tears. A woman is chaplain of the Iowa State Prison, and since she entered upon her work the number of those who are willing to make a good Christian confession has reached from seven to more than sixty.

It is hoped that the knowledge this occasion has enabled the members to borrow of each other may prove of great utility in rendering our prisons not only corrective, but much more reformatory in their discipline.

TEACHERS' INSTITUTES.

November is one of the best months in the year for institutes. The teachers for the county will generally be in service during the winter months, and the advantages of the Institute can be available by holding it before the school work is entered upon. It is hoped that teachers will study their work well.

Good methods and plans well executed are essential to success. He who works without an ideal must fail. Love for the work, ac-

accompanied by patience and cheerfulness in meeting difficulties, will inspire him to courage and earnestness. Without these the profession becomes a drudgery. The teacher is the soul of the school. As his spirits rise and fall, and as he yields to irritability, and vexation, sympathy will infuse his feelings into all around him. In studying the teacher's profession he will find he must study himself. Indeed, most of the trouble in school government grows out of a want of self-knowledge. Many a threat is made that ought to have been crushed in its inception. Theory and practice show us what to teach and how to teach it. They are to be learned from books, living teachers and experience. "Seek and ye shall find."

TEACHER WANTED.

A good teacher is wanted for a country colored school. Colored or white will be satisfactory. Parties can be brought into correspondence by application to my office.

B. C. HOBBS,

Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

As some hundreds of Township Trustees have recently gone into office for the first time, we hope teachers and Examiners will take pains to show them a copy of the JOURNAL AND TEACHER, at the same time assuring them that it will help them do their work better if they will take and read the same. The testimony of Trustees is abundant on this latter point. Please remind them that Trustees pay out of the special fund.

TEACHERS, will you permit me to say again that increased attainments in English Grammar are seriously needed. I have examined over one hundred students for admission to the State University this fall, and not ten out of that number could be pronounced superior in grammar. Twenty odd failed to pass. I am afraid there is bad study or bad teaching somewhere, or possibly, as a last alternative, a very bad memory. (For this last, the teacher is not responsible.) In a former number this was alluded to, and is alluded to a second time, not in a captious or fault-finding spirit, but with an earnest desire (1) to direct attention to an evil, and (2) to correct it, *if possible*.

As far back as the days of Solomon there was "an evil under the sun," and up to the present day there is still one. This evil is the frequent editions and consequent changes in the text of certain books. In some of our popular books, these editions occur very often, much oftener than the branches taught demand. A new edition, *prima facie* declares that some improvement has been made; such as some new discovery in the science, errors corrected, or valuable matter added, and the like. These, in most cases, would be adequate reasons for a new edition, but in mathematical works, as arithmetic, algebra, geometry, &c., who finds any such cause for change? Nobody. These are what may be called finished sciences. Nobody expects to find a new process for division, for clearing an equation of fractions, or proving that the sum of all the angles in any triangle is equal to two right angles; hence, the reason for change is found chiefly in the change of phraseology, the addition of new problems, or the re-arrangement of the subject-matter. The same reasons, to a degree,

hold good in some other sciences. **QUERY.**—Do these furnish sufficient grounds for those frequent changes involving so much cost to parents and so much trouble to pupil and teacher? We answer, no. Let teachers, school officers and patrons set themselves against these changes which seem to be changes merely for change's sake, or for no better reason—for lucre's sake. In either case, let them be opposed. All change is not progress; hence, an intelligent teacher or school officer will be slow to allow a change to subject whole communities to large costs, unless there are satisfactory evidences of improvement.

VENTILATION.

Teacher, let down that window, and let out the headache and languor, and let in sprightliness, and vivacity, and longer life—let in *pure air*. Who wants to breathe that bunch of air which has within the last two hours been three times down Tim Scrogg's throat, or round Tom Snobb's decayed (rotten) teeth, or through Bill Sniffler's wheezy nose? Not I, not you, dear teacher; yet that, or its equivalent, is just what three-fourths, possibly nine-tenths, of the teachers are doing.

The room is chilly in the morning, you shut all up tight and put the school in motion, and, being busy, all remains so until the forenoon recess. At the end of the first hour, in small rooms sooner, the air has all been breathed once, hence, during the second hour all are living on second-hand air. Tim Scroggs is using Tom Snobb's air, and the teacher, a little of both. No wonder your lungs, which have an instinctive sense of cleanliness, rebel a little, generating a cough to eject such delicate morsels. Your blood, too, whether plebian or royal, having been trained to a full oxydation by means of the pure breezes from field, farm or lawn, grows thin and sluggish, no more carrying the rose tints to your cheek, but instead, leaves the pale hue of the lily, and later, the ashy hue of disease.

Now I implore you to treat your lungs, your blood—in a word, your health—with some kind of consideration. If you are a good teacher, the world does not want to lose you yet, and if you are a poor one, you will only be the poorer by injuring your health. With the sweet skies overhead, and the pure breezes without, and an ocean of atmosphere fifty miles deep all round the globe, do not poison yourself and a room full of children by breathing bad air. See that whole bench full of stupid, dozy-looking children. What is the matter? You say, lazy. Not a bit of it. They need pure air. Open the door, and let a current, laden with its life-imparting properties, float over them, and see them revive, heads up and eyes sparkling, ready for mischief or work, according to the teacher's skill. Every observing teacher has noticed this. How often a single member, or a whole class, is sent out of doors to be waked up. The thoughtless teacher supposes it is the playing, or the looking at the birds, and the like,

that does the work. These do something, but pure air does more. Why do feeble girls and women faint in large assemblies? Some say, because of the excitement, other some, and more wisely, because of the bad air. And why does the doctor in such cases always say, take them out of the hall, church, etc.? Because he can not treat them there—yes, and because they must have *pure air*.

If you want additional evidence, take a bird and hang it up in its cage close to the ceiling of a school room where no fresh air is admitted. Its song is cheery in the morning, but towards noon it becomes quiet, and towards evening it is stupid as the stupidest of your pupils, possibly dead.

I entreat you, therefore, in the face of these facts, to give this matter heed. Regard, I implore you, the health of yourselves and pupils.

PRACTICAL SUGGESTIONS.—Lower your windows; do not raise them. A current of cold air can not be thrown upon any person, much less on the young, when in a state of inaction, without evil. Lowering the window in a degree prevents this.

Second. Open doors and windows for a few minutes at recess—long enough to change all the air in the room.

Third. Change the air thoroughly, or have it changed, on closing the school in the evening. Thus, you will have fresh and pure air to begin with in the morning. Some school houses, and some churches and public halls, are closed as tight as possible immediately after use, thus preserving all bad breaths from decayed teeth, consumptive lungs and the aroma of tobacco, if it be used, as a sweet morsel, to be used when next said school house, church or hall is occupied.

Avoid this as you would the plague or an epidemic. Indeed, they are but these in a mild form. Therefore, dear teacher, as you prize your health, your vigor and your comfort, and the health, vigor and comfort of your pupils, decide now, and for all time to come, that you will *ventilate*, VENTILATE, VENTILATE.

UNIFORMITY OF DEFINITIONS.

At a meeting of the Ripley County Teachers' Institute, held last December, the following proceedings were had, relative to a uniformity of definitions in text-books. We would have published the proceedings sooner, but a copy of them only recently fell into our hands:

On motion, a committee of five was appointed to recommend that a call be made of at least one hundred of the best educators in the country, to establish uniform definitions in the various branches of science now taught in our common schools. The committee consisted of Professors Harrison, Van Sickle, Messrs. Shook, Rebuck, and Miss Mullen.

REPORT.

"The committee appointed to recommend a call of the best educators in the country to establish uniform definitions in our text-books, submitted the following report and resolutions, which were accepted and adopted :

"Your committee, to whom was referred the subject of recommending that a call be made of at least one hundred of the best educators in the country, to establish a uniform set of definitions of rules and principles in the branches now taught in our common schools, leaving the authors of the books to make their own comments and illustrations, beg leave most respectfully to report,

"That they have given the subject a careful consideration, and are fully satisfied that the adoption of the plan would be attended with the most happy results. The country is now being flooded with an almost infinite variety of text-books on the various branches of knowledge, producing what may not be inappropriately termed, "confusion worse confounded." Every author seems anxious to bring forward a work differing as much as possible from those that have preceded his own, and the result is that a general derangement in definitions is produced, and the cause of education is retarded rather than advanced. When those works are published, agents are sent all over the country who use their utmost endeavors to have them introduced, sometimes actually donating fifty or a hundred copies to accomplish their design. In the course of twelve months another agent will come with another book, and undo all that was done by the former; and in this manner the schools of the country are kept in an unsettled condition, and, to say the least, actual mischief is accomplished.

Now, if a uniformity of definitions were established, the evils would, to a great extent, be obviated, and no interference would be made with the business of the publishers. Their works would contain the established definitions, and yet a spirit of emulation would be kept up among the authors, each being anxious to give the best illustrations and clearest and ablest comments possible.

This course is already taken with Latin and Greek authors in our colleges. The text of each author is established necessarily, and yet there is a great diversity of notes and explanations. The professors generally do not require a uniformity of editions of those authors, but simply an authorized text; and yet no difficulty arises from the course, but rather an advantage; as one student, during the recitation, can give the substance of one note, and another of another.

It would be well, also, if half a dozen examples were given under every rule of arithmetic, leaving each author to append as many more as he might think proper.

It is likewise thought that a uniform set of maps might be adopted, leaving the publishers to show their skill in the best execution of the maps.

Your Committee further think that a dictionary ought to be sanctioned by this Convention, that would be regarded as the standard dictionary of the country.

By adopting this plan, parents would be saved the expense of constantly purchasing new text-books, which is certainly an important consideration, as children often have to go without text-books, because the parents refuse to make these unnecessary purchases, as they regard them. Teachers would also be saved the trouble of changing their definitions every few months, which is no less an important consideration.

In short, we are of the opinion that if the plan could be put into successful operation, it would be one of the greatest educational reforms that has been made during the present century.

It may be objected, that this course of procedure would put a stop to educational progress; but the Convention proposed could meet annually, bi-ennially, or tri-ennially, as thought best, and make such changes as might be deemed advisable. Certainly it would be better that all changes and improvements be made by a deliberative body rather than by an irresponsible individual.

This Convention should be composed of educators from the different States of the Union, selected on the basis of Congressional representation.

Your Committee would therefore submit the following resolution for your consideration and adoption:

Resolved, That a copy of these proceedings be forwarded to our State Superintendent of Public Instruction, and that he be respectfully requested to adopt such measures as will lead to a furtherance of our object, suggesting that he confer with the Superintendents of other States, and the Secretary of the Bureau of Education, at Washington City.

ACTION OF THE CITIZENS.

At a meeting of the citizens, held at the Court House in Versailles, Friday evening, December 31st, 1869, the following resolution was unanimously adopted, to-wit:

WHEREAS, The Ripley County Teachers' Institute, at its last session, adopted a resolution for the purpose of securing a uniformity of definitions in all the text-books for the use of common schools; and whereas, we believe the object ought to be accomplished, beneficial alike to parents, teachers, and scholars; therefore,

Resolved, That we earnestly endorse the action of said Institute, and request the State Superintendent to use his utmost endeavors to secure the accomplishment of that much needed reform.

THE N. W. C. University, Indianapolis, had enrolled two hundred and sixty students up to September 27, the largest number ever enrolled at so early a period in the session.

CORNER-STONE OF ASBURY UNIVERSITY.

On the 20th ultimo, the corner-stone of the new building of Asbury University was laid with appropriate ceremonies. Speeches were made by a number of gentlemen, ministers and educators.

The number of persons represented was estimated at 2500. The ladies of the town had prepared and set in the halls of the present building an excellent and abundant dinner. This dinner was evidence beyond dispute, that the people of Greencastle "know how" to devise liberal things."

After the dinner, the subject of the increase of "Endowment" of the institution was considered, and about \$2500 pledged in small amounts, and several hundred pledged in larger amounts, on condition that given sums shall be raised. The amounts raised were not so significant a promising as the spirit manifested. The spirit was good, yea excellent, and if that spirit does not ere long yield a golden harvest, I make a mistake in reading men. That spirit gives a pledge of \$100,000 within the next year.

BUILDING.

The dimensions of the building are as follows: Length, 126; width, 91; number of rooms, 20, besides the chapel, 16 of these being recitation rooms. The chapel measures in the clear, 86x54 feet.

The height will be three stories above a twelve foot basement. The walls will most probably be brick, perhaps stone, but if brick, the quoins and copings will be stone. The roof will be slate, and the general style of architecture tasteful and modern. Estimated cost, \$80,000, \$50,000 of which is already pledged.

As a whole, while the building can not be called large, it will be convenient and handsome, and when completed will mark an onward movement in the honorable history of Asbury University.

Success attend this noble Institution, and the worthy men who manage its interests, educational and financial.

THE following complimentary notice we clip from the Clark county *Record*. Mr. Lee is now Superintendent of the Bloomington schools:

G. W. LEE, Esq.—We are exceedingly sorry to lose so good and useful a citizen, and so estimable a family as that of the above named gentleman. Our community can not afford such losses, and is in this case, we think, somewhat to blame for allowing Professor Lee to remove from our midst to a more profitable field of labor. They should have made it to his *interest* to remain with us. It is easier to get rid of good citizens than to fill their places with those as good. We wish him unbounded success in his new field of labor, and hope that his absence may prove but temporary.

Prof. Lee left with his family last week, to take up his residence in the city of Bloomington, Indiana.

WHO NAMED THE COLLEGES?

The *Yale Courant* says :

Harvard College was named after John Harvard, who, in 1633, left to the college £779 and a library of over three hundred books.

Williams College was named after Col. Ephriam Williams, a soldier of the old French war.

Dartmouth College was named after Lord Dartmouth, who subscribed a large amount, and was President of the first Board of Trustees.

Brown University received its name from Hon. Nicholas Brown, who was a graduate of the college, went into business, became very wealthy, and endowed the college very largely.

Columbia College was called King's College till the close of the war for independence, when it received the name of Columbia.

Bowdoin College was named after Gov. Bowdoin, of Maine.

Yale College was named after Elihu Yale, who made very liberal donations to the college.

Colby University, formerly University College, was named after Mr. Colby, of Boston, who gave \$50,000 to the college in 1866.

Dickinson College received its name from Hon. John Dickinson. He made a very liberal donation to the college, and was President of the Board of Trustees for a number of years.

Cornell University was named after Ezra Cornell, its founder.

INFLUENCE OF CANNON FIRING UPON RAIN.

M. Charles La Maont, apothecary at Saint Brieuc, France, has published some interesting observations on the influence of artillery upon the fall of rain and the force of the wind. During the siege of Sebastopol, soon after the firing commenced, the sky became obscured with clouds and a fine rain began to fall, which was sometimes followed by a deluge or whirlwind. Immediately, and as a consequence of the condensation, the mercury in the barometer rose in proportion to the violence of the cannonading. A chart of the movements of the barometer afforded a good indication of the bombardment. The author then proceeds to show how rain could be produced at will by a judicious discharge of artillery. There is no doubt that this would be a better use of cannon than the wholesale slaughter of men, but whether rain could be produced at will in this way is another question. There is some confirmation of the theory in the fact that a violent rain has attended the recent engagement of troops near Metz, in France. The subject is one quite worthy of investigation, and, if it were found to be expedient, the proposition of the author to establish meteorological stations with suitable artillery ought to be carried into execution.—*Journal of Applied Chemistry.*

PASSIONAL excitement wears much faster than intellectual labor.

HASTE but don't *hurry*, work but don't *worry*.

THE taxable property of Indianapolis amounts, as per assessment, to \$25,981,267.

H. L. RUST is Superintendent of the Pendleton schools, instead of Cyrus Nutt, Jr., who, though elected, did not enter upon his work.

ASBURY UNIVERSITY had enrolled up to date, October 18, two hundred and sixty students. In this number are about thirty young ladies.

J. P. WICKERSHAM, of Pennsylvania, has lately assumed the Editorial chair of the *Pennsylvania School Journal*. He will make it a first-class paper.

MISS KATE COFFIN, of Indianapolis, and Mrs. Nannie D. Standeford, of Martinsville, have each received a State Certificate from the State Board of Education.

ESTEL's Programme Clock is just what teachers need. It is worth twice what it costs to any teacher who is systematic, and works on time. We have tried it and know.

CHAS. SCRIBNER & Co. are about to start a new magazine, to be called *Scribner's Monthly*. J. G. Holland (Timothy Titcomb) is to be the editor in chief. We are looking for something fine.

MESSRS. J. R. HUSSEY, A. H. HARRITT & J. B. GREEN, who are canvassing the State on business connected with educational interests, are authorized to act as agents for the JOURNAL AND TEACHER.

THE number of students in the State University at this date, October 11, is two hundred and sixty in literary department and thirty-two in law. Over one hundred new students have been admitted, nearly double the number of any former year.

THE School Board of New York have lately passed a resolution forbidding the use of the rod in the public schools of that city. They have also appointed a committee to look critically into the whole system of rewards and prizes now in vogue there.

AN advertising pamphlet (?) of forty odd pages contains thirteen or fourteen pages of interesting report of the Clinton County Teachers' Institute. Total enrollment, ninety-five. That earnest and efficient teacher, Prof. Staley, superintended.

WE are sorry to announce the death of Mr. D. M. Cox, of Danville. His loss will be felt in that community, as he was an earnest friend of education, and an efficient member of the School Board. Mr. Cox died September 9th.

THE Report of the Gosport schools, Prof. H. H. Boyce Superintendent, shows an enrollment of two hundred and twenty-nine. A course of study is prescribed and rules announced for government. The use of tobacco is prohibited in the school houses or on the premises. Let others do likewise.

TEACHERS not getting their JOURNAL by the 10th of the month will do us a favor by informing us of the fact immediately. We are anxious that they should receive every number. We take all the care possible in mailing, but mistakes will occur occasionally, and the mail is sometimes at fault.

WE are authorized by the Chairman of the Executive Committee to say that the next State Teachers' Association will be held in Indianapolis, on Tuesday, Wednesday, and Thursday, the 27th, 28th and 29th of December, 1870. We presume we can give the programme in full in our next number.

RURAL HOME VISITOR, is the name of a new paper just started by Dr. T. A. Bland, of the *North-Western Farmer*. Prof. R. T. Brown will edit its Agricultural and Scientific Departments. If the paper before us may be taken as a specimen of what may be expected in the future, we can heartily recommend it.

LOUISVILLE, KY., has been not a little excited lately over a school-history question. It seems that one B. W. McDonald, an ex-rebel officer, who is principal of the Male High School, in Louisville, has written a history of the United States, for schools, in which he defends the South and glorifies the Rebellion. The book has but little merit, save that it extols "The Lost Cause;" but because of this peculiar feature, it was adopted as a text-book for the Louisville schools. The Radical papers have been making extracts, and commenting in such a way, as to make it exceedingly hot for the School Board. The Board have been trying to reconsider the order to adopt, but as yet have not succeeded.

THE remark in the last number of the JOURNAL about *crooked* speeches, though following Institute reports, had no allusion to these reports. In making up the form of the JOURNAL by the printers, the paragraph lost its place, and fell after Institute reports, possibly making the impression in the minds of some that it alluded to these

C. E. LANE, formerly State Agent of D. Appleton & Co., for Indiana, with office at Indianapolis, is now located as General Agent at St. Louis. Mr. Lane leaves many friends in Indiana, and we regret to lose him. We hope that his new home may prove a pleasant one. His friends desiring to communicate with him should address him at 207 North Fourth street, St. Louis, Mo.

WE have before us the Annual Report of the Terre Haute Schools for the year ending June 30, 1870. It is a neat pamphlet of forty-two pages, and gives all the leading facts relating to the schools and their management.

The comparison made between this year and the previous one shows marked improvement in almost all respects. The fact that the average price of teachers has been reduced from \$3.14 to \$2.96 we do not look upon as an *improvement*. The average per cent. of attendance for the year was 95.1. This is a good average. Wells, in his "Graded Schools," says that at least 5 per cent. of absence should be allowed for sickness in ordinary times of health. We copy the following:

Whole number enrolled during the year.....	3,359
Average belonging.....	2,130
Average daily attendance.....	2,027
Average daily absence.....	103
Average per cent of attendance....	95.1
Cost of teaching and superintending.....	\$21,330

SALARIES.

Superintendent.....	\$1,800 00
First Teacher in High School.....	1,100 00
Principal of First Ward.....	1,100 00
Music teacher.....	1,000 00
Others grade down to.....	400 00
Total number of teachers.....	40
Number of graduates from the High School....	12
Number promoted to the High School.....	32

W. H. Wiley, formerly Principal of the High School, is Superintendent.

ABROAD.

CHICAGO opens a Medical College for women this fall.

FARERI is the Minister of Education in the new government of Rome.

FIVE women are installed as preachers in Universalist churches in the United States.

THE taxable property of Boston is \$584,089,400, nearly equal to the entire taxables of Indiana.

A COLORED student entered Harvard University a few weeks since, the first ever admitted.

EDWARD L. GODKIN, one of the editors of the *Nation*, has been offered the chair of History in Harvard University.

THE late Bishop Thomson says: "There are seventeen thousand government schools and colleges in India in which the English language and modern sciences are taught."

IT is estimated that there are forty-six thousand and sixty miles of railway in the United States, against forty-three thousand five hundred and fifty-nine in all of Europe. Well done, fair Columbia.

THE superb Bibliotheque Imperiale of Paris contains over one million printed volumes, one hundred and fifty thousand MSS., three hundred thousand maps, three hundred thousand pamphlets, one hundred and thirty thousand engravings and one hundred and fifty thousand numismatic specimens.

SAYS Hon. Samuel Carey, of Ohio: "Of thirty million inhabitants in Great Britain, thirty thousand own all the land, and one hundred and fifty out of this number own more than half of the whole kingdom." No wonder princely wealth and squalid poverty are found side by side.

NEBRASKA is erecting a University building at a cost of \$152,000, located in the capital, Lincoln. The charter provides that no person can be excluded on account of sex, color or nationality. Young blood is generous, whether in an individual or a State; thus, the old are stimulated to higher and grander efforts. Success to the University, with her magnificent building and liberal charter.

A YOUNG man, blind from birth, recently graduated in Columbia College, New York, carrying away the second honors. His courage and devotion to study was an exhibit of the morally sublime. In the light of this example let no student with faculties all perfect ever utter the ignominious word "fail."

THE Kansas State Teachers' Association, at its session in June, nominated Prof. H. D. McCarty, of Leavenworth, for Superintendent of Public Instruction. The Republican convention, held in September, accepted that nomination and placed him on their ticket. This, besides securing his election beyond a peradventure, shows a high regard for the opinion of the teachers of the State. Prof. McCarty will make an efficient Superintendent. Hon. McVicar had some aspirations for Congress, but withdrew his name before the meeting of the convention. Of Mr. McV.'s future plans we are not informed.

THE \$12 Lever Watch, No. 13580, purchased from Chas. P. Norton & Co., 86 Nassau street, New York, January 5th, has been carried by me over six months, with a total variation in time of only 26 seconds, without the slightest regulating, and presents the same brilliancy of color as when purchased.

JAMES K. WILTON,
Sec'y American S. M. Co., N. Y.

NEW YORK, July 20th, 1870.

10 3t.

I HAVE for the past eight months constantly used one of the \$12 Oride Gold Lever Watches manufactured by Charles P. Norton & Co., 86 Nassau street, New York, and found the total variation in its time but one half minute (30 seconds), and it retains the same appearance of gold as when purchased. Several of our men use them with the same results. I cheerfully recommend them for correctness and wear.

HORACE W. WHITAKER,

10-3t.

Erie Railroad.

THE Five Dollar Sewing Machine purchased by me, January, 1866, from the Family Sewing Machine Company, 86 Nassau Street, N. Y., has been in almost constant use ever since. It has not been out of order once, has cost nothing for repairs, and I find it simple and reliable in operation, and always ready to sew. Those friends of mine who use them with the new improvements are very much pleased. The one I have I would not part with.

MRS. ANN W. CUTHBERT,

10-3t.

428 West 36th St., N. Y.

BOOK TABLE.

A SERIES OF ARITHMETICS.—By E. E. White, A. M. Published by Wilson, Hinkle & Co., Cincinnati, Ohio.

This series consists of three volumes, Primary, Intermediate and "Complete."

A leading feature of these books is the union of oral and written exercises, making what is usually termed Mental and Practical Arithmetic. This is the true principle.

A second leading feature is "processes before rules," i. e., the processes are discovered, and then put into words, and these words are the rule. This is philosophic, hence good—excellent. But we fear the enunciation of the rule is in most cases deferred too long. Sixty or a hundred examples before the enunciation of the rule seem too many, and fifteen or twenty after, seem too few. Reason: a rule is a formulated expression of a process, and being presumptively the best expression that can be given, the pupil should have this best expression, so as to become familiar with it before he leaves the class of exercises. While giving the steps in the processes of the sixty or a hundred problems before the rule, his language is variable, no types of expression being given, but with fifty or sixty, after the rule, a fixity of language would be secured. If it be said, as is sometimes the case, "we care nothing about the language of the rule," we answer, why give a rule? Why not stop with a mere statement of processes?

A third feature is, work for the teacher. The author "has left the teacher something to do." Here is a difficulty. The golden mean between enough and too much is hard to find. We know certain popular works in which we think the author does entirely too much. He is constantly thrusting himself between the teacher and the class. This charge can not be brought against these books; the counter charge of too little may, however, be brought, especially by teachers of only moderate arithmetical attainments.

A fourth feature is, the excellent gradation of the books: the first gradually melting into the second, and the second into the third. (We believe, however, in all three volumed series, the plane might be made steeper, hence *shorter*.)

Among other features is a most commendable clearness in definitions. This is always an excellence, showing clean thought and clean language.

Several changes are made in the order of subjects, some brought much earlier, some much later than usual.

The explanations of processes are usually short and clear. The only observed exception is in subtraction. Here we confess to some surprise on finding so clear a thinker as Mr. White arbitrarily adding ten to minuend and subtrahend. Having added ten to the minuend, and performed the subtraction, he says, "to balance the 10 units (equal 1 ten) added to the minuend, add 1 ten" to the next figure in the subtrahend. This, though correct in result, will require some explanation. The pupil will want to know whence come these tens, and, secondly, why twelve or twenty would not serve the same purpose.

The mechanical execution of these books is superior, paper white and firm, type clear and commendably large.

In conclusion, our opinion is that these books have merits that will bring them into early and extended use.

GUYOT'S INTERMEDIATE GEOGRAPHY is a charming book. Like all his books, the subject is treated philosophically. The maps are clear and attractive. The map-drawing is an admirable feature, and, best of all, it is not burdened with a cumbersome *too-muchness*.

If a teacher can not make geography attractive to his class with this book, we gravely suspect the fault is in him, and not in the subject nor the book.

As scarcely anything reaches perfection beyond a desire of something additional, there is still a desideratum wanting, namely, an extra map of the United States, for railroads alone. This should be on a white surface, with black lines for roads—and showing nothing but roads and towns. This single addition would, in our opinion, increase the value of the book many fold beyond the cost of this extra map.

It would perhaps be well for geography-makers to not overlook the fact that in a vast majority of families, the children's school geography is the family guide for travel. Hence, the demand for this map.

We heartily commend this book.

INTERMEDIATE FIFTH READER, by Marcius Willson. New York: Harper & Brothers.

We have just looked carefully through the above book, and no word short of *splendid* is adequate to express our admiration of it. The mechanical parts—the binding, the paper, the print, the illustrations, are above our criticism. The elocutionary rules are concise and clear. The various kinds of composition are taken up in their natural order, and, after brief explanations, are followed by appropriate examples and illustrations. We know of no book of the size containing so good a variety, and so good a class of selections.

THE LAWS OF DISCURSIVE THOUGHT—Being a text-book of formal logic. By James McCosh, LL. D. President New Jersey College, Princeton; formerly Professor of Logic and Metaphysics, Queen's College, Belfast. New York: Robert Carter & Butler. 12-mo., pp. 212.

The author starts with a new definition, namely, logic may be defined as the science of the laws of discursive thought.

This word discursive seems a loose word for a concise and compact definition, so the author seems to think, as he spends the first half page in fixing its meaning as here used. This definition may be better and clearer than the plain old definition: "The Science and Art of Reasoning"—but 'tis not apparent to us.

The work is largely devoted to the science of reasoning. In the chapters we have read, the author is clear and profound, and at times unusually happy in his illustrations.

The latter part devoted to what we might term the art of reasoning, seems to lack that fullness and explicitness of presentation requisite in a primary text-book. The abstruse process in logic demands the clearest and most methodical presentation possible.

The work, as a whole, clearly evidences the author's learning and ability. At times he leads you to the beach where lies a wider and deeper ocean of thought beyond. You hear the surge of this deep, but the author does not deem it best to take you in. He walks along the shore, and you follow with pleasure.

This work will be very valuable as a reference book for the teacher, but probably not so valuable as a text-book for the pupil.

CAM SALLUSTI CRISPI CATILINIA ET JUGURTHA. By George Stuart, A. M. Philadelphia: Eldridge & Brother.

As a preparatory Latin book, this work appears to be admirably adapted to its purpose. The grammatical references and explanations are full, and the vocabulary seems ample without being copious. The text, as presented, is based upon a careful comparison of Gerlach and Jordanus, the most approved German editors. The book will commend itself, not only in general appearance, but also in real worth, to all who may examine it. *

A SCHOOL HISTORY OF ENGLAND. By John J. Anderson, A. M. New York: Clark & Maynard.

This is a neatly bound volume of some 300 pages, and is designed for Grammar and High Schools. Like the United States History, by the same author, it is well supplied with maps, and each section is followed by review questions, designed for topical recitation. The text is brief, but clear and concise. The style is attractive, and the selection of matter good. We commend the book to the favorable consideration of teachers. •

B. O. W. C. A story for Boys. By the author of Dodge Club. Boston: Lee and Shepard.

Since it is no longer a secret, I may say, that B. O. W. C. interpreted, means "Brethren of the Order of the White Cross."

This book is the history of a short vacation-week at Grand Pre Academy. The B. O. W. C. (a secret society) and some friends start for a trip through the basin of Minas, accompanied by their tutors. They are thrice shipwrecked, they are followed by a shark, and one of the number escapes in a miraculous manner a fall from a steep bank. They run out of provisions; indeed, they have a history almost equal in misfortune to that which St. Paul narrates of himself. However, they make the most of all the mishaps that befall them, and in the end arrive safe at home.

The book is such a one as every lover of adventure would like. The highest recommendation that it can have, is that it was written by the same pen that produced "The Dodge Club" and "The Lady on the Ice."

A COMPARATIVE GRAMMAR OF THE ANGLO-SAXON LANGUAGE, in which its forms are illustrated by those of the Sanscrit, Greek, Latin, Gothic, old Saxon, old Friesic, old Norse, and High German. By Francis A. Marsh, Professor of the English Language and Comparative Philology in LaFayette College. New York: Harper & Brothers. 8-vo., pp. 253.

This work gives the impression of wide research and ripe philological learning.

THE Phrenological Journal, eminent for its practical information, contains in the October number articles on Admiral Farragut; the "Leading Generals of the War in Europe," James P. Wickersham, Superintendent Public Instruction of Pennsylvania. Each of these is illustrated with appropriate cuts or engravings. There are several other articles of interest. No number of this Journal fails to furnish something that cuts right along through some of the felt wants of life. Herein is its excellence.

THE New York Tribune, the *Ladies' Repository* and the *Nation* all hold their high rank. The *Tribune* brings the news from the ends of the earth; the *Repository* breathes an atmosphere of literary purity, and the *Nation* strikes with sledge-hammer blows, injustice and wrong wherever found.

LIFE AT HOME, is the name of a beautifully bound little volume, published by S. R. Wells, of New York. It is a strong plea in favor of marriage and home-life. It tells husbands and wives how to make home what it should be—how to be happy—something very many need much to learn. For sale by J. H. V. Smith, Indianapolis.

HARPER'S SCHOOL HISTORY OF THE UNITED STATES, by David B. Scott. New York: Harper & Brothers.

After a careful examination of the above named work, it gives us pleasure to recommend it to the notice of teachers as a *valuable* text-book. The style is concise and pleasing. The subjects are presented in a clear and distinct manner, and are accompanied by numerous illustrations which are unusually fine. These afford material aid to the pupil in forming correct impressions, and in fixing facts in his mind. We would call special attention to its *maps* which are one of its strongest points of excellence. A history without *good maps* is *incomplete*, and many of our text-books are very defective in this regard. Considering the work as a whole, and its object, we say without hesitation that we know of none superior. *

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DECEMBER, 1870.

No. 12.

METHODS IN MORAL EDUCATION.—IV.



BY PRESIDENT J. M. GREGORY, LL. D.

THE events of the last three or four months of European history lend a new importance to popular education. All observers assert that to her schools no less than to her thorough military drill, is Germany indebted for her stupendous victories. Brains are a force in war as well as in peace. Books are the best needle guns.

But these events lend a still more significant testimony to the permanent importance of moral education. If Prussia's power lies in her educated peasantry, her formidable *landwehr*, the weakness of France lies in the lack of all moral ideas and culture among her people. Despite the glory of her great University, and the splendid achievements of her scientific men and great savans, her people remain in dense ignorance; and worse than this, all classes are sunken into moral darkness of opinion and practice. The most false and detestable opinions are daily and gaily bandied from lip to lip, and a profound unbelief not only in God and eternity, but in the authority of virtue and in the public value and political necessity of personal morality, lies like a mildew on the national character.

I state these facts here, not to condemn France, but to warn America. They teach us the impressive lesson that even our schools can not save us, if these schools shall leave all moral instruction out of their work.

Happy shall I be, if these great national events shall

give a new point and power to the few practical suggestions with which I must now close these articles.

I find myself compelled to pass without attempting the purposed development of the broad field of our *special duties* and the equally broad one of our *personal duties* as defined in my last article. I offer in place of such full discussion a tabular view of these fields. Out of the multiplied special or class duties owed by the various classes in society, I present in full only the two most interesting to childhood, mentioning, however, a few others as examples:

Special or Class Duties.	Of Parents to Children.		Parental affection and kindness. Sustenance in childhood. Care of health and safety. Care of manners and habits. Education in useful learning. Instruction in industry and common things. Religious and moral instruction. Advice and assistance in life. Filial love and reverence. Cheerful obedience and service. Hearty efforts to learn. Comfort and support in age. Honor always.
		Of Children.	To Parents.
	To Teachers.		Love and kindness. Mutual service and assistance. Efforts to make home happy. Good will and kindness.
	To Brothers and Sisters.		Regular attendance. Faithful classwork. Non-interruption and quiet.
	To Schoolmates		Encouragement and good example.
		To the Aged.	
		Of employers to laborers, and <i>vice versa</i> .	
		Of the rich to the poor, and <i>vice versa</i> .	
		Of the wise to the ignorant, and <i>vice versa</i> .	
		Of husbands to wives, and <i>vice versa</i> .	
		Of citizens to society, to the State, to offices.	
		Of public officers to society, to citizens.	
	Of merchants to customers.		
	Of buyers to sellers.		
	Of the good to the bad—to all.		
Personal Duties.	To our Bodies.		Wholesome nutrition, temperance. Shelter, care, cleanliness. Fresh air, exercise, care of health. Education of all its powers. Useful employment. Proper gratification of appetites. Careful study and due respect. Enlightenment with knowledge. Education of all its faculties. Freedom from bad books and associates.
		To our Intellect.	Healthful exercise and recreation. Devotion to some useful pursuit. Due study of its great capacities. Self respect.
	To our Hearts.		Cultivation of all the affections. Freedom from all unworthy objects. Devotion to noble and pure aims. Refinement of all its tastes. Innocent gratification. Religious life and destiny.

Such is an imperfect view of the grand field over which the moral nature acts, and in which it is to be cultivated. Let me hasten, in conclusion, to the statement of the practical rules by which this cultivation may be attained.

1. All sound moral teaching must have this threefold aim: *first*, to give knowledge of moral facts and principles, to enable the intelligence to form correct moral judgments; *second*, to kindle right feeling and shape the moral sentiments; *third*, to form right habits by practice in right doing.

2. Moral education, like all other, must conform its lessons to the grades of pupils, that is to the ages and to the development of the pupils.

3. To the first, or primary grade, morals must be taught in the concrete—in examples or stories illustrating the virtues to be imitated, or the vices to be shunned. Cowdery's Moral Lessons would be an admirable book for this grade if it had any system or completeness in the presentation of duties; and if its questions on the stories were given with a clearer purpose. The true plan with this grade would be to tell to the class some simple story illustrating some virtue, as the story of Washington and his hatchet illustrates truthfulness; and then by a few well directed questions develop clearly the lesson taught. Stories can easily be found or contrived, to illustrate each virtue, and the intelligence can be led to a clear understanding of their character and obligation.

4. In the *intermediate* grade the instruction may be given by questions to be solved, a sort of problems in morals. For example, let the question be proposed, "Is lying wrong?" The proof of its wrongfulness may be evinced in detail, by examining to find who is injured. For example, the liar injures himself by breaking down his regard for truth, by forfeiting the confidence of his fellowmen, and by incurring the Divine displeasure. He injures the one whom he deceives, by all the consequences which may follow from the lie, by helping to destroy his confidence in men, and by the temptation to retaliate. He injures others who may be led by his bad

example to become liars also. He injures society by undermining the confidence of man in man; and by all the power of his influence. Nor can any one say where the evil consequences of falsehood end.

Such a demonstration as this of the evils of each vice, and a corresponding exhibition of the benefits of virtue, would give an intelligent conception of moral action and duty. Cases may be taken from daily life, of work or play or trade; and the moral character be brought out in a way to exhibit the force of relative duties in a familiar form.

Lessons to the highest grade may extend more fully into the realm of moral philosophy. The sources of moral obligation may be examined and the duties of all classes brought home to the conscience. Character may be criticised, and the tendencies of ideas, actions, and motives may be carefully studied.

But it is not sufficient to give lessons in moral ideas alone. There must be practice as well as precept. Happily all the voluntary actions of life may be referred to some field of duty, and if done with their moral aims in sight, they become moral practice, and help to exercise and strengthen the moral principles. The play-ground is full of opportunities to exhibit patience, self-control, kindness, justice, industry and all the social virtues. It only needs that a kind and wise teacher shall set this busy group of pupils on the track, and watch to inspire and reinforce their good resolutions. And that little world—the school-room—is the very arena on which the young soul may be led, intelligently and bravely, to grapple with indolence, self-indulgence and impatience, and master them in daily encounters, while mastering the problems in arithmetic, and the intricacies of grammar.

The government of the school-room, if wisely organized and administered, is also a perpetual moral lesson, exemplifying the value of order, the sacredness of authority, the power of co-operation, the necessity of justice, and the high utilities of the *minor morals*—good manners and politeness. The point to be insisted on, in

all this practical teaching, is the constant and intelligent reference of all action to some moral principle.

But the final thought and fit conclusion of all this discussion, is the vital truth that the teacher's character, example and influence are the great lessons and teaching forces in the moral education of the school. A teacher of high moral aims and principles, of delicate sense, of honor and propriety, of genuine and generous benevolence, of refined feeling and manner, is an incarnation of moral laws and forces which will flash forth with every word and look, and will teach in every action, aweing and shaming the bad, animating and encouraging the good, and inspiring all with higher conceptions, purer purposes and nobler resolutions of private virtue and public good: God help us, fellow teachers, to be such men, and to help save our country, by first saving her sons and daughters.

TEACHING TO READ.

THE ALPHABETIC METHOD VERSUS THE TRUE METHOD.

THE JOURNAL does well, I think, in devoting so much of its space to the discussion of primary education. In education, as in other things, much depends on the student. The mistakes of the beginner must be corrected; or, forming into habit, they cling to him through life, impeding his educational progress.

Some time ago, a series of papers by J. Russell Webb, appeared in the JOURNAL, advocating the *word* method of teaching to read. I have read these papers with interest, because they are an honest, reasonable and able presentation of the arguments in favor of the system. If I have failed to be convinced, I shall trust to the usual courtesy of the JOURNAL for presenting my objections. I agree with Mr. Webb that age does not sanctify error; but it must also be remembered that change is not necessarily reform. Long continuance, it is true, may raise the presumption of right, so far as to place the

onus probandi, as they say in the courts, on the opponent. This much, at least, may be presumed, that he is not of necessity to be voted an educational *fogy* who refuses to abandon the teachings of reason and experience for innovations, however plausible. Mr. Webb appeals to nature, and says some very beautiful things of her; but which, unfortunately for his argument, may be true or false, without affecting his system. Yes, nature is right; reason is right; experience is right; but it requires something more than mere assertion to prove either conformity or non-conformity thereto. When Mr. Webb says that *primary knowledge is inherent in material things*, and in the very next sentence but one, asserts that *where there is no sense there can be no knowledge*, the reader must be excused for preferring the deductions of his own reason and the teachings of his own experience, to those of a writer capable of such contradictions, however confident he may be in his assertion of them.

By the *alphabet* method the pupil must learn the name of the twenty-six letters, and somewhat of their powers in combination—in syllables and words—before attempting to read.

By the *word* method, the general contour of printed words—as many of them at least, as are contained in the lesson to be read—must be so impressed on the mind of the pupil that he will recognize them at sight and be able to call them by name.

Now, if the letters of the alphabet are arbitrary characters, so also, are the printed words to those ignorant of the letters of which they are composed. If the twenty-six letters of the alphabet are formidable, much more are the two or three hundred words that must be learned before any considerable reading can be done.

But the pupil of the *word* method must yet learn his letters as well as the forty or so phonetic sounds which they represent. He must also learn to spell them. Should the pupil learn first the letters and then the words, or first the words and then the letters? This is the question.

The word, without a knowledge of the names and powers of the letters, is simply an arbitrary character, not even possessing the value of the hieroglyphic in sometimes suggesting the idea intended to be represented. The pupil has no test of his work; no guide by which he may go on of himself. For every step he takes, he must look to the teacher. If he should acquire by this method every word of the language but one, for that one he would be compelled to go to his teacher.

By the *alphabet* system, are acquired the elementary sounds associated with the letters which represent them, and as soon as the pupil is able to spell words of three or four letters, he may commence reading monosyllabic sentences. He has a *test*, so to speak, of the correctness of his words, and may proceed even without the aid of the teacher.

But Mr. Webb justly says, the object of education is the *drawing out* of the faculties, and claims for this an advantage in the *word* method. But here the argument is certainly on the other side. What faculties are developed by repeating from the chart *The cat had a rat; The dog bit the rat, etc.?* The perceptive faculties—some of them at least—are called into action, and imitation somewhat, in attempting to mimic the voice of the teacher. This is absolutely all. The little sentences the children repeat are not half so instructive as those they would hear or themselves originate at their own plays. As to teaching the *life* of the words, conversation is infinitely better than parroting at the chart or black-board. How much then, is the pupil educated by repeating the simple sentences taught by the word method?

Let us now see what must take place in teaching by the other method. The pupil may learn letters by sight just as he is required to learn the words by the *word* method, and he receives thereby about the same amount of education of the perceptives. The next step is synthetic. He begins to combine the elementary sounds of the letters forming syllables and words. This is an intellectual process; and, if properly taught, by a *live*

teacher who understands something of the principles of intellectual growth, it will be the means of calling into activity the reflective faculties. By the time the pupil is able by this method, to read words of one or two syllables, he will have acquired such a knowledge of the letters and the elementary sounds they represent, that he will be able to make a little progress in the study of his lesson at his desk—will have formed the habit of combining the letters so as to tell the names of the words; while the pupil of the *word* method, when the name of the word character is forgotten, has no resource but the teacher. And it is a fact, which the teachers by that method must have often noticed, that even after the pupils have acquired the names and elementary sounds of the letters, it is a long time before they have formed the habit of applying their knowledge.

The word depends on the letters which compose it, or rather, it is made up of the elementary sounds represented by these letters. The word, the pupil has already acquired in learning to talk. To be able to read, a knowledge of the letters and their uses *must* be previously acquired, just as one must learn the elementary principles of mathematics before attempting the more abstruse propositions.

It is very important that the pupil form early habits of reflection and self-reliance. The sooner he begins to apply his own powers, the sooner does his intellectual progress begin, and the farther he will have traveled at the end of his journey.

Our alphabet is, to a great extent, phonetic. It is to be regretted that it is not altogether so. In learning to spell, the pupil is also learning to reason. Every step is a forward one. Every thing acquired aids in the acquisition of that which is to come. If the pupil, by this method, is not so soon able to read the little words on the chart, his knowledge is more thorough. While the *word-method* pupil is going back and learning the despised alphabet, and the still more despised art of spelling, the more philosophic one has far out-stripped him in the van.

PHONO.

THE EXTERNAL MAN.



BY COLONEL JAMES THOMPSON.*

AN eminent, self-made man, one of the rugged type, who has pushed his fortunes by sheer force of character, through many a rude, jostling contest to his present distinction, and who has recently been peculiarly impressed with the immense power of external culture, and of polished manners, by his intercourse with learned and finished scholars in foreign lands, remarked to the writer, "I wish to send my son to college where the Professors are learned men of gentle bearing, of fine address, and of refined personal habits. European college professors surpass ours in these respects, and while our Eastern compare with them more favorably than our Western Professors, still there is the same tendency to skepticism in their rationalistic modes of thought. The Western Professor has under-estimated these elements of power, and consequently has not cultivated them."

Is it true that too little attention has been paid to the culture of "the external man" in America, especially in the West?

A distinguished literary lady has remarked of our schools, "while morality is earnestly inculcated, and good, kindly feeling assiduously cultivated, almost no stress is laid on the external laws of politeness."

Locke says, "in most cases, what a man accomplishes depends more upon his manners than upon the affairs themselves; and upon them *only* depends the pleasantness or unpleasantness with which affairs are transacted."

Doubtless, ability is the grand engine one must ride to power, energy furnishing the fuel, yet politeness must supply the lubricating oil.

The universal acknowledgement of untutored human nature of the existence of God is regarded as evidence of the fact. In like manner does the same voice proclaim the fact that the idea of ornament precedes and predomi-

* Prof. of Military Science in the State University.

nates over that of use. The history of aboriginal life everywhere proves this. The idea of dress, doubtless, originated in that of decoration. Centuries ago, music, poetry and the fine arts commanded more attention than in later times.

Now a kind of unnatural severity seems to have crept into the present systems of education, whereby the useful has been exalted so far above the ornamental, as to violate this natural order of precedence; hence the learned man—the profound scholar—of poor address—of awkward gait—of uncleanly personal habit—and of real or feigned indifference to all the charming amenities of social life.

The peculiar tint of the ground color of a painting gives tone to the whole picture, and it not unfrequently evinces the genius of the artist. Now the pupil receives the ground tint of the developed “external man” in the primary school. Should not the teacher, then, be an ensample of the refined and polished gentleman? The Apostle instructs the elders of the church to “feed the flock of God, taking the oversight thereof, not as being lords over God’s heritage, but being ensamples to the flock.” Is not the teacher, whether in college or in primary school, if he rise above the mere fogleman, necessarily an ensample to his pupils? The more completely he enchains their attention, the more do they imitate his tones of voice, his attitudes, his gestures, and even the varied expressions of his face.

A man’s manners, his address, etc., (*the external man*) are, to a considerable extent, the outward manifestations of the “inner man,” and its quality will generally decide the question whether or not there can be a high degree of polish. But however excellent this quality may be, there will be no exterior polish unless the necessary attrition be undergone. Eminent writers regard courage, politeness, etc., as developable capacities of the soul. They also rank politeness as the *first* of the social virtues, “standing between the vices of fawning, seeking-for-approbation, and an anti-social rudeness.” The process of the cultivation of the virtue of politeness should com-

mence and keep pace with that of the intellect. Aristotle says, "Ethical virtues spring from repetition, and are, in fact, habits. A man becomes virtuous by repeatedly acting virtuously." It is the tendency of our nature that "all the movements of the body and mind become habitual and easy of performance when frequently repeated," and strenuous exertion is encouraged by the provision that persevering effort shall grow into a virtue," and shall generate or awaken virtuous power of soul. Another writer says, "Ungainly attitudes and gestures, vicious intonations, false accents and emphasis," bad manners in general, "are usually the growth of carelessness and bad training, and they constitute barriers to a useful outlay of educated talent. Locke says, "The teacher should present a good example to the child in every thing. It is not enough that he understand Latin and logic; his manners must be those which obtain in good society, or else his learning will be pedantry, his simplicity and plainness, boorishness, and his good nature, low hypocrisy."

Another has said, "If we wish to be ourselves polite, kind and sociable, or to induce others to become so, we must act habitually under the influence of the corresponding sentiments in private, in the school room, domestic circle, everywhere." How shallow and transparent the practice of "putting on politeness" for the reception of strangers!

How important are the duties of the primary school teacher! What a responsibility rests upon him! Mayhew says, "There is no station in life that in order to be well filled, so much demands purity of heart, simplicity of life, Christian courtesy, and everything that will ennoble—beautify, and give dignity to the human character—as that of the primary school teacher." Randall says, "No calling demands for its faithful and efficient fulfillment, so much and such varied mental culture and discipline, so much moral worth, such unblemished purity of character and deportment, and such a combination of all the Christian graces."

Paye says, "The teacher's manners, his character, are

all the subject of observation, and to a great extent of imitation, by the young in his district. He is observed in the school, in the family, in the social gathering and in the religious meeting. How desirable that he should be a model in all things!" "The manners of our pupils are too much neglected in our schools, and, I am sorry to say, in most of our families. It is the teacher's province to inculcate good manners—hence he should possess the virtue of true courtesy in theory and in practice."

Pollock regards external culture as a great virtue, even in a highwayman, as he says :

Another feature only we shall mark,—
It was withal a highly polished age,
And scrupulous in ceremonious rite.
When stranger stranger met upon the way,
First each to each bowed most respectfully,
And large profession made of humble service,
And then the stronger took the other's purse.
And he that stabbed the other to the heart,
Stabbed him *politely*, and returned the blade
Reeking into its sheath, with graceful air.

Olin says most pertinently: "It is certainly to be deplored that so many elements of success, such good natural endowments, improved by liberal study and by so much pains-taking culture, should be damaged and rendered partially inefficient by *bad manners*, which, being offensive to public taste, provoke prejudice and disgust, and become serious obstacles to usefulness."

The earnest attention of educators is invited to the consideration of this question—Is there not a great want of appreciation of the advantages and power of good manners—of external culture—in our systems of primary and collegiate education? Do all the teachers inculcate by precept and example, those elements of good breeding which always charm and fascinate, and which exert silently a wondrous influence in society, and which not unfrequently pave the way to distinction and high honor?

KING WILLIAM, of Prussia, was present at the battle of Waterloo. He was then but eighteen years old.

NOTES OF EUROPEAN TRAVEL.—VIII.

BY MRS. J. G. KINLEY.

(London, Continued.)

LONDON, smoky, foggy, drizzly and dirty, the home of three millions of people, is a world itself. Situated on the Thames, sixty miles from the sea, the ancient Britons founded this capital of the world, and for sixteen hundred years London has been a place of importance. Formerly a walled city, it has long since outgrown its bounds and absorbed all the towns and villages for miles around, and now covers a district twelve miles long by nine in breadth.

Arriving at London late in the afternoon, we drove directly to Charing Cross Hotel, and were hoisted skyward by means of an elevator, through five stories into the sixth; but when we wished to go earthward, we had to use our own powers of locomotion. In fact, we were lost in the immensity of space at this hotel and sought lodgings, as is the custom of travelers in less pretentious quarters, establishing ourselves close to Trafalgar Square.

This city is too prolific in marvels of antiquity and objects of historic interest for me to give anything but a passing notice to some of the more prominent, without swelling my letter to an unusual size. Westminster Abbey, where all the kings and queens are crowned in the Coronation chair, having the Scone Stone, the Palladium of Scotland, (a stupendous relic of barbarism) affixed to the seat, claimed our visit.

It is a fine specimen of Gothic architecture, and was originally founded by Sebert, in the year 610; but being destroyed by the Danes, it was rebuilt by Edgar in 958. It has undergone other improvements and enlargements until it now stands the glory of Britain. Its walls have reverberated to the notes of the organ, as it pealed forth its swelling notes in the royal coronation pomp and splendor, or wailed forth its solemn dirges in the beautiful burial services for the dead. Swept alike

by catholic and protestant fingers, the organ has waked the echoes among the gray stone arches for many ages, and hallowed the dust of the illustrious dead, who repose side by side in the gorgeous temple. The gold and silver adornments of the ancient dead were stolen long ago, by Cromwell's soldiers. We noticed a statue of one of the kings, minus a head; it had originally been of silver, but by order of the Great Protector, it had been decapitated and carried off, to serve in a more useful capacity. Everything is carved and gilded, and gloriously the mellowed sunlight streamed through the stained glass windows, now resting on an exquisitely chiselled monument, and now upon a cherub's face.

The "Poet's Corner" interested us very much,—there was "Rare Ben. Jonson," the dramatist, Samuel Butler, author of "Hudibras;" Edmund Spencer, author of the "Fairie Queen;" John Milton, whose "Paradise Lost" entertains the theology of the Christian world; Thomas Gray, author of the "Elegy in a Country Churchyard;" and Chaucer, the Father of English Poetry.

Here, too, are the monuments of Dryden, Campbell, Southey, Shakspeare, Thompson, Gay, Goldsmith, Handel, Addison, Garrick, the actor, and a host of other brilliant names which embellish English history. A fine bust of the good old Dr. Watts, whose hymns have echoed round the world, ornaments the nave, and upon a sarcophagus reclines Sir Isaac Newton, the great mathematician. Pitt, Peel, Wilberforce and Fox find fitting place among the noble names of history, whose dust honors this ancient Abbey.

Here, Mary Queen of Scots at last rests in peace, and not far distant reposes Queen Elizabeth, her murderer. Queen Victoria would not have Prince Albert buried here, so he lies at Frogmore.

After listening to the evening service chanted and sung, and peering into musty cells and wandering among tombs of the long ago, we were glad to escape from its damp recesses and get into the fresh air. A drive through the parks, Hyde, Green St., James, Regents and Kensington, gave us a refreshing rest and a glimpse of many of the fine palaces, for which London is so famous.

Our next visit was to the noted Tower of London, supposed to have been founded by William the Conqueror, who built upon the site of an older structure, the antiquity of which is lost in conjecture. As we stopped before the Water Gate, which formerly opened so readily to receive prisoners, but seldom opened to let them out, I thought of the beautiful and unfortunate Anna Boleyn. Through that gate, in more than regal splendor she entered as the bride of Henry the Eighth, and three years later re-entered it, shorn of her splendor, to lay the crownless head upon the fatal block. Lady Jane Grey and her husband glided by like phantoms in our memories, with the innumerable throng whose blood mingled with the dust, in the cruel ages of the past.

As we lingeringly wandered through the different towers, with our guide dressed in the fashion of the time of Henry the Eighth, he pointed out the different cells occupied by illustrious prisoners. Here is the room in which Sir Walter Raleigh was so long imprisoned. Here he wrote his "History of the World," with no light but what came in through a small hole in a door leading into another room dimly lighted, and no heat at all. This noble prisoner lingered year after year, and finally died in his gloomy room. Here is where George, Duke of Clarence, was drowned in a butt of Malmsey wine; and here where Richard the Third murdered his nephews. Here, too, are the axe and heading block, with three cuts in its centre, which tell the fate of Lords Balmerino, Kilmarnock and Lovat, the last who perished on that sad spot.

The armory is a marvel in its way, and faithfully represents the many and varied styles of armor worn by warriors of every age, from the most remote time in English history down to the present. Here ride the old warriors of bye-gone times, so grim and lifelike that one could scarce believe he was not gazing upon real, living flesh and blood. Here rides Queen Elizabeth beside her royal favorite Robert Dudley, Earl of Leicester, on richly caparisoned horses, and here ride all of England's kings, queens and chivalry—even Cromwell holds

his place among the list of England's rulers. Arranged in tasteful and fanciful designs are the different kinds of warlike arms, making wonders of beauty out of objects of terrible import in times of war. Even the instruments of torture are carefully preserved, thus marking the steps in the progress of civilization.

The Jewel Tower ended our visits, and of all the crowns exhibited, Queen Victoria's, made of purple velvet and resplendent with diamonds, is the prettiest. Staffs, rods, and scepters, and various gold dishes used in sacramental coronation and christening services, add to the wealth exhibited, while the great Kohinoor sets off the whole with its splendor. There is a world of history connected with this tower, and as I used to read and re-read English history, the tower was always the central figure. Steadily and surely nearly all the men of prominence of the olden time, were marched solemnly to the tower, coming forth again after a dismal delay of years, perhaps, but oftener ending their lives within its gloomy walls. As I wandered through its intricate passages and sombre rooms, I thought what strange horrible tales it could tell, what impenetrable mysteries unfold, if it had voice and tongue. It would seem as though we had seen enough for one day at least, after visiting this ancient structure, but we did not so decide. We must see St. Paul's Cathedral. Its dome had attracted our attention upon our first entrance to London, and is—

So vast, so high,
That whether 'tis a part of earth or sky,
Uncertain seems.

As we gazed up into its immense dome, some idea of its height was obtained, by noting the atmosphere tinging the figures with blue, as if we were gazing into the depths of space. For the first few minutes it was unpleasant and oppressive to gaze upward into such vastness, but one gets accustomed to every thing in time. Here, as in Westminster Abbey, repose many of England's noble dead. Here is Nelson, whose monuments are scat-

tered over the three kingdoms, and here are Hallam, the Historian; Howard, the Philanthropist; Johnson, the Lexicographer; Wren, the Architect; Reynolds, the Artist; and Benjamin West, our own countryman Artist. In the crypt below is the royal funeral car and horses of the famous Iron Duke. To say that St. Paul's Cathedral is a wonder in size and architecture is but doing it faint justice.

A DREAM WITH A MORAL.

LAST night I dreamed a curious dream. It is not often my slumbers are disturbed by haunting memories; when they are, however, it seems to me singular that the times, and scenes, and incidents of manhood are rarely, very rarely, reproduced. Schools, and teachers, and playmates monopolize my dreaming mind. There are those who sing, "I wish I were a boy again." I am not of that romantic number. Blessed with as happy a home as often falls to the lot of a boy; with devoted common-sense Christian parents, who neglected nothing that could add to my welfare: with schools of equal quality to the average best. I can not look back to my school life with satisfaction. Possibly this is the reason that some of the reminiscences are so indelibly photographed on my mind: No, I have no wish to be a boy again.

Thirty years ago, more or less, I went to Mr. F.'s school. It seems a long time when I take up in order the intervening incidents, but only like a dream when considered in reference to itself. Our school house was a brick building, twenty feet square, with five windows in the three sides, and at the one unlighted side the teacher's desk. Said desk was higher than my head, and before it was the high tripod stool upon which the official dignity of the place was duly mounted. Ours was rather the aristocratic school of the village, for it was some time before the Common Schools were so eloquently and ably advocated and established by that grand old leveler, Thad. Stevens. Ours was like some of the present time, a "Select School;" not that there was any particular selection

exercised by the patrons in procuring a teacher, or by the teacher in securing pupils. "All was fish that came to his net," good, bad or indifferent. Those were the "select" who could pay the quarter's tuition. The big boys and girls sat on high seats ranged in front of a slanting desk, whose inclination was verging closely upon forty degrees, and which was fastened to the walls in front of the windows. Here they sat, with their backs to the master's desk, and facing the light, their feet failing to reach the floor by a long interval, and with no back for support. The little boys and girls were ranged on long seats in the rear of the highest forms, facing the stove in the center, while the smallest were in closest proximity to the stove, which they endured because they could not resist. The house was located one square from the main street, in the meanest, dirtiest alley that ever cows used to reach their stables through during winter months. The school grounds were just those the house occupied, with as much of the alley as the necessities of the pupils required. The coal was dumped generally at the door, and what was not thrown away by the pupils at unlucky chickens, dogs and cows, was used to heat the edifice. As the stove was engineered by the big boys, they generally made use of that franchise for the special sweating of the a-b-c-darians that were huddled around it. That stove was a curiosity, with its rickety pipe, hingeless door, and battered fender, which afforded the best and only scraper for the muddy shoes that crowded around it of a cold morning. The top served a variety of purposes; to roast apples, to sharpen slate pencils, and to burn quills and make fantastic figures on. Reader, did you ever burn the barrel of a quill on the stove and eat the singed stump? Perhaps not. Then you don't know all the luxuries of the old-fashioned school. The walls were encrusted with the dust that was stirred by the sweepings of years, and served, not for black boards,—they were a more recent invention,—but for illustrations, the like of which can only be found in institutions of a similar character. The desks served a variety of purposes, and one of these was for youthful artists to make their first essays in drawing and sculpture. Youthful villainy and depravity never had a finer

field for the display of its most artistic touches, and never were opportunities so unceasingly and thoroughly improved. All that was vile and disgusting there had a place. These were the "Object Lessons" of that day.

This description does not do the old institution justice, and yet it must serve, and while it stands for one, it may represent the three schools of the village, save that one was of wood, and known as the "Old Red." The men who monopolized the honors and emoluments of these localities were good men, and lived up to their light. Though two were sadly deformed, which was part of their recommendation, they all possessed the three great, grand pre-requisites to successful pedagogy—they could "read the Testament, cipher as far as the Rule of Three, and whip the big boys and girls, to make them behave." Now, reader, don't laugh or be incredulous, for many of our best and noblest men began their education under just such circumstances, some really not so favorable.

To do the thrashing, our teacher, or master as we called him, had a fine rattan cane, with a beautiful curl at the end of it, and when he threw that instrument at one of the big boys or girls, it was clear that the offender had been guilty of some sin of omission or commission, which would be atoned for by taking back the rattan, and being striped with it across the shoulders or legs, as convenience and suitability dictated.

We read the Testament from Matthew to Revelations, genealogies and all; we spelled from "a to izzard;" we wrote,—the teacher wrote the copies, made and mended the goose quills, and ruled the copy books, extemporized from unruled, coarse foolscap, with a piece of lead sharpened for the purpose. Except in the Testament classes, every one climbed the symbolical hill of science, so elegantly pictured in Webster's Spelling Book, on his own hook. We went it alone, reading, and spelling, and writing and ciphering through the books. Now, our youngsters say "they study Ray's," then we "ciphered in Daboll."

But I fear I'm getting garrulous; folks are apt to be at

certain times. I dreamed—it was a curious medley—that I was in that school house, with that teacher and his surroundings. I was not there altogether in the old capacity, the relation seemed somewhat changed, for I took the liberty of reproving some one whom I recognized as doing wrong—when it seemed as if I was talking aloud to some one, visiting with me, criticizing the spelling, when rap went the rattan upon my legs, bringing me suddenly to the recognition of offended justice. I at once apologized for my rudeness and awoke. Well, what of it? Nothing, only I could not get to sleep again, as I was thoroughly roused.

The moral is, many teachers who visit schools forget, when the Superintendent introduces them into a room where study is expected, and recitations are progressing, that they are not in a menagerie, who should have some prompt man with the rattan, metaphorically of course, to remind them not to disturb the school by chatting with the teacher or pupils, or tramping impolitely around the room, or spitting on the floor.

Or, what an admirable thing it would be to have such a mentor, when teachers, who expect quiet, and order, and propriety in their school rooms from children, and yet are themselves disturbing the quiet, and interrupting the exercises of an Institute or Teacher's Association.

Let us have a reform, or introduce the rattan for teachers.

*

THADDEUS STEVENS preferred burial in an obscure burial ground rather than in either of the two beautiful cemeteries in Lancaster, in both of which he owned lots, because colored people could not be buried there; and over his grave in his obscure resting-place is a plain marble, with his own inscription: "I lie here because the earth is free to all.—Thaddeus Stevens."

To BE an eminent scholar is a great attainment, but to be at once the scholar and the gentleman is greater.

LANGUAGE.

As an introduction to a series of articles on Language, to begin in our next number, we publish the following, taken from the late report of the Indianapolis schools:

COURSE IN LANGUAGE.

FROM the nature of the mind in its intellectual and social capacity, arises a necessity for an interchange of thought and feeling, and, consequently, a means of communication.

This want is supplied in two ways: a natural means, more or less common to all animate beings, and an artificial means, possessed only by man, consisting of oral and written signs. To the study of these signs, as expressive of thought and feeling, our attention is directed in a Language Course.

As language is under the control of thought, the various changes and distinctions of language are dependent upon the different shades of thought. The meaning of words is determined entirely by their use.

The action of the mind in producing thought, of the soul in the experience of emotion, should be clearly taught as preceding their expression. The formal statement should follow the unfolding of the thought.

The work prepared for this course is to be done entirely by the developing process. The proper expression in such statements as are here given, should follow the mastery of the thought. In no case should the formal statement of a principle be presented for subjective study. To comprehend and appreciate such statements, the pupil must feel their necessity. When led to certain conclusions, the pupil himself discovers that he *needs* certain written statements, to embody the thought in permanent form. They then become crystalizations of the child's own thought.

A complete comprehension of all that is involved in the statements, will lay the foundation for the rational study of words singly and in combination. In order that

this result may be attained, great care and skill are required on the part of the teacher. She must at the outset fully understand the ultimate object, not only of the course as a whole, but of each individual statement. Success can not be secured unless the teacher master the method as well as the matter. Method is everywhere more than matter.

Here it may be said that there is no *one* method by which these lessons are to be given. Any teacher of ordinary originality and industry, can invent for herself a way which will be far more successful than the blind following of another's method. Even an inferior method, *made vital by your own thought*, is an hundred-fold better than the lifeless words of another. What is most wanted is thoughtful preparation. Some teachers previously sketch each lesson. The advantages of this practice can not be over-estimated.

In the progress of the work, follow every step with copious and suitable exercises. Let these exercises be centered on some one point at a time. Carefully criticise the work, that all errors may be detected and corrected. Suppose the point is a Declarative Sentence; write a certain number, and criticise according to the rules. If Verbal Subject, write sentences, mark subject, etc. The exercises should be written on slates or black-board as soon as the principles are developed, or, a number of exercises of a certain kind may be assigned for careful preparation on paper. These should be examined and returned to the pupils, and if necessary re-written. Care should be taken to form habits of neatness. In this way pupils learn to be practically correct in language, and also quick to detect errors.

In the intermediate grades each pupil should be provided with a blank book on which to record the statements for future reference or review.

OFFICIAL DEPARTMENT.

DECISIONS ON EXAMINATION OF TEACHERS AND ON THEIR EMPLOYMENT.

1. An examination is public if conducted according to public notice, or in the presence of a trustee or parties interested as patrons of the school.

2. Dating back a certificate does not satisfy the law in the attempt to legalize payment for services rendered without a certificate.

3. A trustee is personally liable for the wages of a teacher for service rendered under his contract before examination.

4. The trustee, and not a school meeting, is the legal authority to employ a teacher. When a school meeting employ a teacher, the patrons of the school are liable for the wages of such teacher until a contract is entered into between him and the trustee.

5. When a school meeting desire and select a teacher whose services command greater wages than the trustee can pay for the equitable time of the schools of the township, the trustee may contract with the teacher for the amount he can pay; and the persons composing the district may, by voluntary contributions, satisfy the teacher for his services, but such contributions can not impair the obligation of the teacher to the trustee and director.

6. School houses may be built in co-operation with other corporations, so that the trustee can command certain parts of the building for school purposes, and other rooms can be used as offices, halls, etc. All that is necessary to satisfy the law is for the trustee to have legal control of the schools, and of the rooms and grounds they occupy. This right may be secured by gift, rent, lease, purchase, or partnership arrangement.

7. An incorporated town that can not sustain a regular graded school throughout the school year, can employ a superintendent in such way that part of his time may be given to the superintendence of a primary and intermediate department. A private corporation can at the same time, by mutual agreement with the corporation trustees, have a high school in the same building, or in a convenient building, with said superintendent as principal. One man will thus have the supervision of both schools, and graduate the students of the intermediate department for the high school. The high school would be sustained by tuition fees, donations, or subscriptions. The services of the superintendent for the primary and intermediate de-

partments would be payable from the special school fund. This is the most practical plan for securing a regular graded school when the ordinary levy of twenty-five cents on each one hundred dollars will not sustain an entire graded system for the year.

8. The following is the second clause of the Act for German schools, approved May 5, 1869:

"The Common Schools of the State shall be taught in the English language, and the Trustees shall provide to have taught in them Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, Physiology, History of the United States, and good behavior, and such other branches of learning and other languages as the advancement of pupils may require, and the Trustee from time to time direct, and that whenever the parents or guardians of twenty-five or more children in attendance at any school of a township or town, or city, shall so demand, it shall be the duty of the School Trustee or Trustees of said township, town or city, to procure efficient teachers and introduce the German language as a branch of study into such schools; and the tuition in said schools shall be without charge: *Provided*, such demand is made before the teacher for said district is employed."

This being the last Act of the Legislature on the subject of the qualifications of Teachers, it must supersede all other statutes on that subject; and examiners and voters at a school meeting lose the privilege given them by Section 35, to have a license issued for a less number of branches than those here enumerated.

STATISTICS FOR 1870.

	1868.	1869.	1870.
Whole number of white children between 6 and 21 years.....	592,865	610,654	611,840
Whole number of colored children between 6 and 21 years.....			7,561
Whole number of Townships.....	988	998	998
Whole number of Cities and Incorporated Towns.....	145	168	192
Whole number of School Districts.....	8,594	8,692	8,861
Whole number of Districts without schools.....			102
Average number of days schools have been taught.....	87	92	97
Whole number of male teachers employed.....	6,462	6,730	7,104
Whole number of female teachers employed.....	4,236	4,274	4,722
Average monthly compensation of male teachers in common schools.....	\$37 00	\$37 40	\$37 00
Average monthly compensation of female teachers in common schools.....	\$22 60	\$28 20	\$28 00
Average monthly compensation of male teachers in high schools.....	\$64 60	\$75 80	\$79 20
Average monthly compensation of female teachers in high schools.....	\$42 00	\$38 60	\$63 60
Amount expended for tuition.....	\$1,474,832 49	\$1,685,915 04	\$1,810,866 53
Amount of Special School Revenue expended.....	\$1,050,189 03	\$1,074,421 27	\$1,155,853 30
Total value of school property.....	\$5,828 501 00	\$6,577 258 88	\$7,282 639 30

B. C. HOBBS,
Superintendent Public Instruction.

EDITORIAL—MISCELLANY.

ALL new subscribers forwarding their names before the twenty-fifth of December, will receive the November and December numbers free; *i. e.*, 14 copies instead of 12. Friends, please send in, and let us have at once five hundred names.

THE State Teachers' Association will be held in Terre Haute instead of Indianapolis as announced in our last issue. It will begin on the evening of the 27th of December, and continue till the evening of the 29th.

The Superintendents and Principals' meeting will begin at 10 o'clock A. M. on the 27th; and the Examiners' Convention meets at 2 o'clock P. M. of the same day.

We are glad the place of meeting has been changed. The teachers of the State want to see our new Normal School building, and get acquainted with President Jones and his able corps of teachers.

We are sorry that we can not give the teachers the programme in this number, as is our custom, but it is not forthcoming. We presume the usual inducements will be offered to teachers to attend in the way of free return passes, reduced hotel fare, etc.

Last year we had a grand Association; this year we should have a grander. Why not? Indiana is one year older, and ought to be one year wiser and stronger. Therefore, pass the word down the line (of ten thousand teachers), "*each to the front,*" "*forward march!*"

WE invite special attention to Dr. Gregory's article. This, being the close of his series, is somewhat of a summary. This is a little text book in one article. We trust each teacher will ponder it, and so far as may be, apply it.

We invite attention to Mrs. Kinley's well written and highly interesting articles. These are not only interesting to teachers, but would be to pupils, if put in their hands. We would therefore suggest that they furnish excellent matter to read before a class or before the school. Especially would they be interesting to classes in Geography. They put the pulse-beat of life into the skeletonized facts of Geography. What a fine lesson on London the present number would furnish.

At the close of another year in the life of the JOURNAL AND TEACHER, we are happy to be able to say we have abundant evidence that it has been better this year than in any preceding year. We have labored for this, and we believe we have not failed.

Additional—notwithstanding the omission of the August number, it is larger this year than usual. In 1868, it paged 508; in 1869, 476, and this year it reaches 519.

More—we are from 30 to 70 pages in advance of several of our contemporaries. Looking at quantity and quality, we indulge the pleasing belief that we have filled the measure of *quid pro quo*—given each an equivalent for his money.

Our purpose is to do still better in quality next year. As a means to this end, we already have the promise of help from a number of able contributors. Some of these are equal to the best in the country.

Among them are the following:

J. L. Pickard, Supt. Public Schools, Chicago.

W. F. Phelps, Prest. Normal School, Minnesota.

Dr. W. K. Pendleton, Prest. Bethany College, Va.

Professor W. H. Venable, Cincinnati, O.

Hon. S. E. Perkins, Ex-Judge of the Supreme Court, Ind.

Dr. Cyrus Nutt, Prest. State University.

Joseph Moore, Prest. Earlham College.

W. A. Jones, Prest. State Normal School.

Professor Richard Owen, of State University.

Professor Amzi Atwater, of State University.

Professor James Thompson, of State University.

Professor F. Harrison, Brookville College.

A. M. Gow, Supt. Evansville Schools.

Rev. Edward Wright, Bloomington.

Examiner Banta, Franklin.

W. J. Button, Indianapolis Schools, together with many others.

Some of these will write on specialties connected with their respective departments; others will write on general subjects.

Fellow teachers and Examiners, we hereby solicit you to help us and thus help the cause. You can help us in two ways: 1. By sending subscriptions; 2. By sending either short practical articles, or educational items, or news. Please let us hear from one thousand by the last of January.

At the recent election, it is well known to most of our readers, that Rev. Milton Hopkins was elected to the Superintendency of Public Instruction, for a term of two years, from and after the 15th day of March, 1871. Mr. H. has been an educator in this State for several years, not, however, in connection with the public schools. Very recently he took charge of the Public Schools of Kokomo, Howard county. For some years past he had charge of an Academy in Ladoga. This, we believe, was a private institution, drawing its patronage largely from the Christian church.

Mr. H. is a member of the Christian church, is apparently about fifty years of age, considerably gray,—has a good physique, has the seeming ability to do hard work, has a ready and forcible style as an extempore speaker. We hope he has the ability to meet and effectively discharge the heavy duties before him.

Making no allusion to men, we hold it to be very unfortunate to change this officer at the end of two years. The second two years of any man's service in that office are worth fifty per cent. more to the State and the cause of education, than the first two years. The term of office ought to be lengthened to *four* years. 'Tis unfortunate that the constitution is a bar to this lengthening. The constitution can not be changed soon, hence neither the term of this office.

PRAISE.—Of the various forces that operate on the latent energies of the human character, few are more potent than praise. It touches and moves moral forces, as steam and electricity do physical. Some people shun the use of praise as they would poison. This arises from the kinship between praise and flattery. Trying to avoid the one, like human nature in general, we swing to the other extreme, and discard both. This is error. The Scripture recognizes the propriety of praise. "Let another man praise thee, and not thine own mouth." Here self praise is condemned, but praise by another, indirectly approved.

There are two classes of persons specially needing praise, or if you like the term better, commendation; namely, the *timid* and the *obscure*.

The timid, shrinking from sight, often fail to exert their powers to their legitimate extent, hence fail to develop, hence fail to fill their appropriate measure in life's work. A little judicious encouragement, a little well-timed praise when they were young might have done much to overcome this timidity, and thus change the current of their being.

Though operated on by another force, the obscure suffer in the same manner, hence need the same relief. Who has not seen the ragged and seemingly cowed, but worthy boy, after lagging in his class for a whole term, suddenly go to the head and stay there, consequent upon a few encouraging words from his teacher?

The school regimen seems fond of the whip and the spur, or threats and frowns; but *per contra*, little inclined to praise, or its milder cousin, commendation. We commend this matter to the careful consideration of teachers. If you can not appreciate its benign influence when you are the dispenser, just go round to the other end of the line and become the receiver, and thus note its effect. Let your trustee, or your superintendent, the county examiner and patron, praise you, "and it doeth good like a medicine." What is good for you may be good for your pupils.

TOO MANY CLASSES.

IN casting about, we find another "evil under the sun," namely, too many classes in schools in rural districts. This evil is multiplex: (1) It overworks the teacher; (2) It vitiates the teaching; (3) It destroys the order and system of the school.

The corollary is obvious, namely, a remedy is needed. Without presenting this remedy in an elaborate form, we name, (1) Greater uniformity in text-books. The non-uniformity of books is a prevalent evil in rural schools, and calls loudly for remedy. Who is at fault? Trustees, patrons, and sometimes teachers. Trustees are by law charged with the duty of deciding what text-books shall be used, but in many cases they neglect or refuse to make such decision, hence all is confusion. But second, when they make such decision, (a) parents oppose or disregard it, or (b) teachers sometimes disregard it, either because of neglect, or too much kindness, usually the latter.

The parent complains, sometimes storms, saying "My children have plenty of books, and good enough—and I will furnish no more." The teacher, sometimes too obliging, says "Well, I'll try and form a new class, or hear your children separately," etc. Again, the teacher sometimes draws his lines of classification too sharply, making distinctions on too small differences, hence making two classes when there should have been but one.

Therefore, if each of these parties, trustee, patron and teacher, would do his duty faithfully, much of this evil of too many classes would at once be removed, and as a consequence, the school much improved. Teacher, as you are the immediate and chief sufferer, it will devolve on you to take the initiative in this matter. Do not vitiate your teaching, and perhaps endanger your health by too many classes, where the possibility of avoidance exists.

It is not the purpose of this article to say how many classes constitute a sufficiency—ten, in some schools—twelve in others, possibly fifteen in some, but twenty, and twenty-five in none.

NOTES AND SUGGESTIONS TO YOUNG TEACHERS.—I.

OF the ten thousand teachers in our State, it is supposed that at least two thousand enter the work for the first time each year. These I denominate young teachers. Whether young in years or not, they are young in the calling. They, therefore, have much, yea almost every thing to learn, concerning teaching. This true, I have thought a few suggestions, based chiefly on an experience of twenty years, might be of some advantage.

To make these suggestions of immediate practical advantage,

they will deal much more with the art than with the science of teaching; also with the plain rather than with the abstruse. Further, they will not aim to present subjects in the supposed order in which they may arise in the young teacher's experience—hence, subjects will be presented without any effort at scientific arrangement. I notice first,

PREPARATIONS FOR OPENING SCHOOL.

Young friends—for such you will permit me to call you. Friends are those who wish one another well, and would do one another good. Surely such we are. These articles are prompted by such a spirit. They are prompted by an earnest desire to aid and strengthen you in your work—to do you good. May they not fail of this end.

If the aphorism, "Well begun is half done," is true in general, it is pre-eminently true in the work of the teacher. In teaching, the beginning is of the highest importance. Mistakes here are serious, sometimes fatal. On the other hand, happy plans, happily executed, are of the utmost value. Yes, but, says the young teacher, trembling as he contemplates his coming responsibilities, how, how shall I secure the one and avoid the other? Yes, *how*, that is the question. It trembles on your lips and has trembled on the lips of thousands of others (the writer included) as they contemplated untried labors, or new positions. (I never changed from one department to another, or entered a new position, that I did not fear, literally tremble, in view of the untried work, the possible difficulties that I might meet, and *might not be able to overcome*). Thus you feel, young friends, if you feel right about your work, hence, you are in a condition to heed and learn.

To your question *how*. Before entering upon the actual work of teaching, whether it be your first, or third, or fourth school, if in a place in which you have never taught, you should carefully and faithfully do some preliminary work.

1. If the school be away from your home, *i. e.* in a community apart from that in which you live, go to the place two or three days before the school is to open. Make the acquaintance of the school officer, or officers, director, if in the country, trustees, if in town or city. From these learn something of the former management of the school, also something of their wishes and plans concerning your work; also whether the building is in order, completely in order, having seats, stoves, blackboards, wood, crayon, brooms, facilities for water, etc., etc. In a word, a house should be ready, "swept and garnished," and the teacher who fails to see, or to know, that this is done, has made one blunder, and in the very beginning. Negatively, what can you do with a new school on your hands on a sharp frosty morning in December, with floor dirty and no broom, two or three seats broken, and no hammer or nails, and to cap the climax, no wood? To prevent this, go and see.

2. Another valuable work in a strange community is to meet and make the acquaintance of some of the patrons. Valuable information may be gained and a good impression made. 'Tis capital to begin on, to have each of three or four substantial citizens say "I've seen our new teacher, and I like him, or her." To have formed the acquaintance of some of your pupils in advance will sometimes be of advantage.

3. On the morning of opening, be at your school house an hour or so in advance of school time. Meet your pupils cordially and kindly, not with stiffness on the one hand, nor with playful frivolity on the other. Here is an important work, one that will test your true qualities and your best knowledge of human nature. Here on the first morning of your school, you may by a good heart and a true culture prepossess your whole school, or on the other hand, by coldness, awkwardness, or simpering inanity, prejudice all. Here as elsewhere, first impressions are potential. Each will have need of his best powers, and of these powers, the best are a good heart, good sense and good manners.

With these thoughts I bid you adieu until next month, with the hope that you may have a pleasant school and prosperous work.

Your friend,

SENEX.

A SHORT SERMON FOR MY STUDENTS.—You are the architects of your own fortunes; rely upon your own strength of body and soul. Take for your star, Self-Reliance, Faith, Honesty, and Industry, and inscribe on your banner, "LUCK is a fool, PLUCK is a hero." Don't take too much advice, keep at the helm and steer your own ship, and remember that the great art of commanding is to take a fair share of the work. Don't practice too much humanity—think well of yourself—strike out—assume your position—put potatoes in a cart, over a rough road, and small potatoes go to the bottom. Rise above the envious and jealous. Fire above the mark you intend to hit. Energy, invincible determination, with a right motive, are the levers that move the world. Don't drink. Don't chew. Don't smoke. Don't swear. Don't deceive. Don't read novels. Don't marry until you can support a wife. Be in earnest. Be self-reliant. Be generous. Be civil. Read the papers. Advertise your business. Keep your own counsels, and be at the head of your own business. Make money and do good with it. Love your God and fellow-man. Love truth and virtue. Love your country and obey the laws.

H. G. EASTMAN,

President Eastman College, Poughkeepsie, N. Y.

It is estimated that the population of Indiana will be shown by the census to be 1,668,000.

SCHOOLS OF GREENCASTLE.—Report of the week ending October 21, 1870:

Number enrolled.....	604
Number of males.....	284
Number of females.....	321
Number under eight years of age.....	124
Number over fifteen years of age.....	64
Number in attendance.....	534
Average daily attendance.....	471
Per cent. of attendance.....	87
Absent days.....	257
Average daily absence.....	52
Per cent. of absence.....	8
Absent days from sickness.....	110
Absent days from all other causes.....	147
Cases of tardiness.....	46
Time lost by tardiness.....	18 hours.

At the recent Methodist State Convention, held at Indianapolis, the following resolutions were adopted:

THE BIBLE.

Resolved, That ours is a civilization founded upon the spirit and precepts of the Holy Scriptures, and that without the Bible there never has been a civilization deserving the name, nor can there be any guaranty to public faith or morals.

Resolved, That the free common school, from which an open Bible "shall not be excluded," must be the perpetual heritage of our children.

TEMPERANCE.

Resolved, That we bind and now renew our pledge never to abate our efforts till the curse of the liquor traffic is exterminated from the Commonwealth.

Resolved, That we recommend the introduction of the temperance pledge into all our Sabbath-schools in Indiana.

THE first number of the *National Teacher* is before us, published by Hon. E. E. White, Columbus, Ohio, the editor of the *Ohio Educational Monthly*. The ability shown in the *Monthly* is guaranty for the character of the *Teacher*.

The present number looks well and gives promise for the future.

Notwithstanding these facts, we have some doubt as to a demand that will make such a publication self-sustaining. Two or three years will, however, determine this. *Tempus omnia revelat*.

INSTITUTES.

THE TIPPECANOE COUNTY INSTITUTE convened at the Ford School Building, Lafayette, and continued five days, with an average attendance of 130; total number enrolled, 137. Examiner Dakin presided and superintended the exercises. The instructors were A. G. Alcott, J. M. Olcott, J. T. Merrill, J. P. Rouse, J. H. Madden, E. H. Staley, and Dr. T. W. Fry. A more interesting Institute has never been held in Tippecanoe county. The usual resolutions were passed, and a move made toward the organization of a Teachers' Union.

THE LA GRANGE COUNTY INSTITUTE was pronounced a success. Two interesting lectures were delivered by President Robinson, of Ft. Wayne.

The Secretary says, in behalf of the teachers of the county, they would be glad to see the Superintendent of Public Instruction, as they claim not to be out of his jurisdiction.

The report of this Institute came too late for last number, and is rather old for this, hence a mere extract.

THE Hendricks County Institute was held during the week beginning Sept. 5, 1870. The exercises of the session were conducted by the teachers of the county. The teachers were all satisfied with the work, and expressed a preference to do their own work. Mr. Ainsworth, Assistant Superintendent of the State Reform School, delivered a lecture at night. Lectures on theory and practice, and essays by the teachers, during the session.

Enrollment 90, average attendance over 70.

An educational column is conducted in our county paper.

A. J. J.

WE learn from P. A. Berry, Examiner for Cass county, that their Institute was a very interesting and profitable one. The enrollment was 78. The most of the work was done by home talent. "The teachers seemed to feel that the Institute was theirs and worked for its success."

— WE learn from the *Columbia City Post* that the Whitley county Teachers' Institute enrolled over one hundred. It is reported "a success in every particular." Four evening entertainments were given. Among other resolutions the following were passed:

Resolved. That we request our Representative in the Legislature to use his influence in favor of an increase of revenue for school tuition.

Resolved. That the use of tobacco is immoral, and that teachers should prohibit the use of the article in their schools.

Another resolution was passed, very strongly regretting the necessity that compelled the resignation of the Examiner, I. B. McDonald. Professor A. J. Douglas was recommended as his successor.

HENRY COUNTY INSTITUTE began its third annual session on October 24, and closed October 28. Average attendance, 44; interest good—with the exception of the small attendance. JOURNAL AND TEACHER recommended. The principal instructors were Professors Davis, of Spiceland, Hufford, of Newcastle, and Newby, of Terre Haute.

THE MIAMI TEACHERS' INSTITUTE enrolled 115, with an average attendance of over 100. D. E. Hunter was the superintendent and the principal instructor. P. Bond, of Wabash, was present two days, and gave instruction in geography, arithmetic, and theory and practice. Miss Sterling, of the Peru High School, gave some excellent lessons to a primary class in reading. Assistance was rendered by the Examiner G. I. Reed and others. A club of *twenty-four* subscribers was raised for the JOURNAL AND TEACHER.

The institute was considered "a very fine one."

THE WELLS COUNTY INSTITUTE enrolled 80 members. Prof. Kidd gave one of his admirable series of lessons in elocution.

STATE EXAMINERS' ASSOCIATION.

At the special session of the State Normal School an organization of the above name was effected; officers were elected, and it was ordered that a meeting be held at the same time and place of the State Teachers' Association. Accordingly, there will be a meeting of the *State Examiners' Association* in the High School Room, Terre Haute, commencing Tuesday, at 2 o'clock P. M., December 27, and continuing from time to time during the session of the Teachers' Association, as the examiners present may determine. The programme of exercises is as follows:

Inaugural Address, Jesse H. Brown, of Wayne county.

The Wants of our Ungraded Schools, J. M. Saunders, of Boone county.

County Superintendency, J. L. Rippetoe, of Fayette county.

The Examiner's Office—an Efficient Instrumentality, E. Wright, of Monroe county.

Best Method of Grading Teachers—License and Compensation, W. T. Stillwell, of Gibson county.

Township Teachers' Meetings, W. A. Bell, of Marion county.

My View of the Examiner's Office, A. C. Goodwin, of Clark county.

Miscellaneous Business.

Each paper or address to be limited to twenty minutes, and to be followed by discussion.

E. H. STALEY,

Chairman Ex. Com.

JESSE H. BROWN, *President.*

We call especial attention to our able list of contributors for the coming year. We are determined that Vol. XVI. shall surpass any preceding volume.

If your time is out, fill the enclosed blank and renew your subscription at once. No *live* teacher can afford to be without a first-class educational journal.

We offer the following liberal inducements to teachers who will make up clubs:

To any one sending us five subscribers at the regular rate—\$1.50 each—we will send a copy *free*; or, if preferred, we will send both the *Little Chief* and *Wood's Household Magazine*.

To any one sending us six names and \$9, we will send Wickersham's School Economy, Sheldon's Elementary Instruction, Calkin's New Primary Object Lessons, or Page's Theory and Practice of Teaching. These are all standard works, and should be read and studied by every teacher, and here is a splendid opportunity to get any one, or two, or three of them without money, and almost without price—only the trouble of asking your friends to subscribe for the *Journal*, which they will certainly do.

To any one sending us twelve names and \$18, we will send *Harper's Weekly*, *Godey's Lady's Book*, *The Galaxy*, *Old and New*, *Every Saturday*, or the *Atlantic Monthly* or *Scribner's New Monthly* (Price of each, \$4).

For \$1.75 we will send the JOURNAL AND TEACHER, and either of the following papers: *The Little Chief*, *Wood's Household Magazine*, or *The Bright Side*.

For \$2 we will send the JOURNAL and either *The Ladies' Own* or *The North Western Farmer*.

Teachers, help us a little, and supply yourselves with the best Magazines in the country.

Go to work at once. Direct to, Hoss & BELL, Indianapolis.

Does your time expire with this number? If so, be sure to renew at once. You can not afford to miss any of the numbers.

We intend that the volume for 1871 shall surpass any of its predecessors. With our present list of contributors, we can not fail to give teachers twice the worth of their money.

We have before us the *Little Chief's* Prize Picture, "Family and Friends." This is a beautiful engraving finished in the finest style, and worthy a place in every household of the land. It affords a convenient means of gathering the faces of loved ones into one family or friendly group, and thus is both useful and ornamental.

Send six subscribers for the *Chief*, at 75 cents each, to Shortridge & Button, Indianapolis, Indiana, for this engraving.

D. E. HUNTER, Superintendent of the Peru schools, has originated a method of illustrating the four fundamental rules of arithmetic by means of objects. These objects are small pine sticks, combined in groups on the base of tens. Mr. H. uses these very effectively before teachers at Institutes, as we have seen. We suppose he would be even more effective before a class of young pupils.

They may surely be made valuable aids in teaching the elements of numbers.

We learn that the Connersville schools enroll 543, having an average attendance of 508; also that they are patronized by all classes, rich and poor alike. There are no private or denominational schools, in which certain parties may hope for certain privileges, or for a show of aristocracy, but on the contrary, all send to the people's schools. This is right, and it would be well if some other towns would do likewise.

The Superintendent and County Examiner, J. L. Rippetoe, does not forget the JOURNAL on examination days. This is right, too, and we would be glad if others would *imitate*.

FROM the report of the Greensburg schools for the month of October we take the following facts:

Average daily attendance, 483; per cent. of attendance, 95 $\frac{1}{4}$; number perfect in punctuality, 475; number perfect in attendance, 206; number of cases of tardiness, 79. All the cases of tardiness save three are excused.

This is a very fair report. The number of cases of tardiness is a little too large, and the number *excused* entirely too large. We suggest to friend Harvey the propriety of raising his standard for excuses. It may have the effect to reduce the occasion for them.

REV. W. N. DUNHAM has been appointed Examiner of Miami county, *vice* G. I. Reed resigned. D. E. Hunter ought to have received this nomination as he is the best qualified man in the county. The best man for the place should always be appointed, regardless of politics.

D. B. BANTA, of Franklin, having been elected to the office of Circuit Judge, has resigned his place as Examiner. Professor W. T. Scott, of Franklin College, has been appointed to fill his place. Professor Scott will make a good officer.

WE regret to announce the death of J. D. Forest, Superintendent Schools at Newburg, and Examiner of Warrick county.

THE December number of *The Little Chief* is out ahead of time. It is full of interesting articles for the boys and girls.

ERRATA.—In the heading of the article beginning on page 483, read *word* method instead of *true* method.

On page 483, line 15, supply *s* in conscience—for conscience's sake!

WE would call attention to our advertisements—especially the new ones. Read them carefully. You will gain valuable information.

THE *Richmond Humming Bird* has changed to the *Richmond Independent*. It looks well and reads well. George P. Brown is one of the editors.

W. H. BYERS has lately resigned his place in the Terre Haute schools to accept the Presidency of the Indiana Female College at Greencastle. May success attend him.

DR. WAYLAND, a son of the well-known author of that name, is now president of Franklin College, Franklin, Ind. We bid him welcome to the Hoosier State. We have heard many flattering reports of Franklin College lately—may it prosper.

THE *Western Educational Review* is about the neatest monthly that comes to our table. It is the official organ of the State Board of Education, of Missouri, and is edited by Thomas Davidson, O. H. Feathers and E. F. Hobart. It is published in St. Louis by E. F. Hobart & Co.

E. S. CLARK, Superintendent of the Aurora schools, publishes monthly reports for the benefit of parents. From a late one we copy the following:

"Patrons of the school will please understand that *no excuse whatever* is received for tardiness. When your boys and girls go out into the world, their best excuses will not atone for their failures to meet their engagements."

THE Catalogue of the Young Ladies' Institute, Indianapolis, is on our table. It is a very tastefully arranged pamphlet of some eighteen pages, giving all needed information in regard to the institution.

Under the direction of Mr. and Mrs. Hayden, this school has improved wonderfully, and is entitled to the confidence and patronage of those who wish to educate their daughters in a "Young Ladies' School." Individually, we believe that the boys and girls ought to be educated together. They need each other's influence in school as much as at home. But, to those who differ with us, we commend the Institute.

SCHOOL HOUSES should be constant developers of the esthetic in our nature. They should teach us to love the beautiful. They should therefore be neat, clean, beautiful, surrounded by handsome shade-trees, and green swards; be approached by good and clean walks; enclosed by suitable fences, and be managed by good school house keepers, *i. e.*, by teachers who have some appreciation of cleanliness. Every teacher and every pupil should remember that cleanliness is akin to godliness. Of many teachers it should be said, "Be ye clean," and of many houses, "Be ye cleansed."

A. J. JONSON, Examiner of Hendricks county, is spending all his time in visiting schools. This is what ought to be done in every county. Country schools need superintendence as much as do city schools.

The coming Legislature ought to change the law on that subject, so that examiners could be paid *living* wages, and then require to give their whole time to their work. Our country schools can never be what they ought to be without this supervision.

THE October distribution of Tuition Revenue by the Superintendent of Public Instruction was \$315,344.49. The number of children of school age in the State, between six and twenty-one years, by the last enumeration, was 619,200.

HANOVER COLLEGE had 120 students in attendance, October 19. Earlham had 160, October 25.

A DRUNKEN man has no *sense* in his head, no *cents* in his pocket, but a strong *scent* on his breath.

BOYS, if you can not keep your heads level in any other way, part your hair in the middle.

THREE things to love: Your neighbor, God, and the truth.

THREE things to hate: Tobacco, whisky, and sin.

ABROAD.

THERE are seven American lady sculptors at Rome.

GEN. ROBERT E. LEE, President Washington College, Va., died Oct. 12th, in the 63d year of his age.

It is claimed that Dr. Woolsey, President of Yale College, intends resigning his position at the close of the present college year.

BANFORD has the honor of being the first town in Massachusetts to elect a woman to the Superintendency of Public Schools.

MICHIGAN University has conferred the degree of LL. D. on a colored graduate of that Institution.

Of the 3,000 employes in the Treasury building at Washington, about 1,100 are women, several of whom hold first class clerkships.

PROF. John D. Runkle, of the Massachusetts' Institute of Technology, was recently elected to the presidency of that institution; vice President Rogers, resigned.

It is claimed that the Arab tongue has from 80 to 200 words for serpent; 400 for sorrow; and 1000 for sword. Surely a rich vocabulary.

In the recent disbursement of the School revenues of New York city, distributions were made to denominational schools, as follows: to Hebrew schools, \$6,000; to Protestant schools, \$32,000; to Roman Catholic, \$180,000. Thus we are drifting.

GIRLS are taught sewing, knitting and embroidery in the Prussian schools, and should be in America, where mothers neglect or refuse to teach them at home. House-keeping should be lifted till it is kin to the fine arts.

PROGRESS:—Something new has happened under the sun, at least under the oriental sun. A Normal school for the training of Turkish girls to become teachers of their own sex, has just been opened in the Turkish capital in sight of the silver crescent, and under the very shadow of the great mosque of Saint Sophia. Surely the world does move. Watchman tell us of the night, what its signs of promise are? Are these lights burning in the Orient, the heralds of the coming day?—the day when Christian light and civilization shall cover the earth as the waters do the sea?

CHICAGO:—The *Chicago Post* furnishes the following:

A year ago a man resigned his situation as a professor in one of the Chicago schools. His salary was \$2,200. Five young men and one young woman applied for the vacancy. After a severe examination in all the branches involved, the woman was found to be the most completely qualified, and won the place over all her competitors. She stands in her predecessor's place to-day, doing his work as acceptably as he did; and she receives a salary of \$1,000—\$1,200 less than he! Either of the men whom she distanced in the examination would have received \$2,200 salary, and one of them would have gained the place if she had not been a candidate. And the Board deliberately said to her, 'Here! you are better qualified than either of these young men, but we will pay you \$1,200 less.' She is a lady of culture, taste and ability; of manifold and unusual acquirements; and she knows how to command order, and how to convey instruction."

On this, we make no comments, but simply ask a question, and then ask another, namely: "Is the laborer worthy of his (her) hire"? If so, is the policy indicated above, just? We say policy, because this is only one out of many.

BOOK TABLE.

GREEK PRAXIS, or Greek for Beginners, containing Orthography, Etymology and Reading Lessons, together with Notes and a Vocabulary. By J. A. Spencer, S. G. D., Professor of the Greek Language and Literature in the college of the city of New York.—New York: Ivison, Blakeman, Taylor & Co. 12 mo. pp. 169.

This work is concerned chiefly with the elementary definitions and inflections, there being no rules, and but little reading matter. The paradigms are well arranged, each declension and conjugation being well separated from all others. The page is open, and type clear and paper excellent.

These elements aid much in both committing and recalling, or retaining. A good type and a clear page greatly aid local memory. *Λογος, λογου, λογω, λογον, λογε*, stand out with a clearness and a boldness on the page that almost defy forgetfulness, after once learned.

In our judgment, the interest of the student would have been much increased, if a short reading lesson had been given after each paradigm, thus fixing by actual practice, the variation of each inflected part of speech.

THE SUBLIME NATURE, compiled from the descriptions of travellers and celebrated writers.—By Ferdinand, DeSayou. New York: Charles Scribner & Company. 12 mo. pp. 344. Price \$1.50.

No one can get up from reading this volume without feeling that sunsets have become more golden, moon lights more witching, mountains more lofty, and lakes more silvery. The sublime thunders in the cataract, roars in the ocean, awes you in the mountain gorge, terrifies you in the erupting volcano, and overwhelms you in the quaking earth.

In the light of these sublimities, we are made to realize how few of us see any considerable portion of this world; and how few of the remainder of us half see the portion we do see.

This work treats of the atmosphere, the ocean, mountains, volcanoes, rivers, cataracts, caverns and vegetation.

What a volume is nature, and happy he who reads this volume, even though it be through other men's eyes.

LIFE AND ALONE.—Boston: Lee and Shepard.

This book, without an author's name, seeks to give a history of a life exiled from all other lives—a life lived alone. That the story cannot be natural, we all know; for how can a picture of an unnatural object itself, be true to nature?

The story is interesting, however, and the excitement continues

to the end. If the reader gather from the book that love for and interest in our fellow creatures is necessary to happiness, then will he have read to a good purpose.

NORMAL GRAMMAR, by Stephen W. Clark. New York: A. S. Barnes & Co.

This work, like the preceding ones of the same author, contains many excellent points. The use of diagrams in the analysis of sentences, its principal characteristic, is invaluable. It not only saves time, but it presents the parts of a sentence in their proper order and connection in such a way, that a much stronger impression is made than could be made by a verbal analysis. To be sure, it authorizes some expressions that the majority of writers condemn, but we can reject them and select others that seem to be more in accordance with established usage. *

PHILOTAXIAN GRAMMAR, by S. L. and Edward P. Howe. Chicago: John B. Alden & Co.

In this day of the world, when schoolbooks are so plentiful, a *new* grammar is examined by the teacher with a critic's eye, to see whether it is an improvement on the old one. In the work now before us, that part to which the attention is called, is the logical method of correcting false syntax. Since this is the main object in the study of grammar, the feature will be a strong recommendation. The crowded pages, the close print and general style of the book, though, are bad, and will scarcely be admired by the pupil who thinks grammar a dull study, at best. *

AMERICAN POPULAR SPEAKER, by J. R. Sypher. Philadelphia: Porter & Coates.

The speaker before us contains many excellent prose speeches, and some beautiful poems, among which we notice "Barbara Freitchie," "Sheridan's Ride," "Labor," "The Fireman," "The Bells," etc. Some choice dialogues may be found at the close.

No space is given to the principles of Elocution. This may be a virtue, or it may be a fault. The uses to which the book is put will determine which. For sale by J. H. V. Smith, City Book Store, Indianapolis. *

NATURAL PHILOSOPHY, by S. A. Norton, A. M. Wilson, Hinkle & Co., Cincinnati, Ohio.

We have examined the above book with some care, and have arrived at the following conclusions:

1. The mechanical part of the book is beyond our criticism, except as we commend it. The binding is substantial, the print is large and distinct, and the three hundred and fifty illustrations are unusually clear and well arranged.

2. The facts and principles selected from the wide field of Natural Philosophy we regard as those best adapted to the requirements of the public in our High Schools and Colleges.

3. The clearness in expression, the precision in definitions, and the accuracy in the statement of facts, are important points to be noticed and commended.

4. While many subjects are treated in an unusually clear manner, we would call especial attention to the very satisfactory way in which polarization of light is illustrated and explained.

5. The recapitulation at the close of each chapter, summing up the main points and principles, will be found of great advantage to both teacher and pupil.

6. The only fault we have to find is, that there are too many tables and formulas given—more than are really necessary to teach the general facts and principles. For our individual use, we should like the book better were most of these placed in the appendix. This is but a small matter, however, when we consider the many good qualities above mentioned. The book is a good one, and will have a large patronage.

HUTCHIN'S PHYSIOLOGY AND HYGIENE. Clark & Maynard: New York.

We gladly call the attention of teachers to this new book, on what ought to be the most important subject of study in our schools. The book is beautifully bound, exceedingly well illustrated, and the subject matter is logically arranged, happily selected, and treated in a most pleasing style.

The author's design was to present the leading facts of the subject in a clear, *practical* way, so that a person not familiar with the subjects may readily comprehend them. He has succeeded.

THE \$12 Lever Watch, No. 13,580, purchased from Chas. P. Norton & Co., 86 Nassau st., New York, January 5th, has been carried by me over six months, with a total variation of time of only 26 seconds, without the slightest regulating, and presents the same brilliancy of color as when purchased.

NEW YORK, July 20, 1870.

JAMES K. WILTON,

Sec'y American S. M. Co., N. Y.

I HAVE for the past eight months constantly used one of the \$12 Oride Gold Lever Watches manufactured by Chas. P. Norton & Co., 86 Nassau st., New York, and found the total variation in its time but one-half minute (30 seconds), and it retains the same appearance of gold as when purchased. Several of our men use them with the same results. I cheerfully recommend them for correctness and wear.

HORACE W. WHITAKER, *Erie Railroad.*

THE Five Dollar Sewing Machine purchased by me, January, 1866, from the Family Sewing Machine Company, 86 Nassau st., N. Y., has been in almost constant use ever since. It has not been out of order once, has cost nothing for repairs, and I find it simple and reliable in operation, and always ready to sew. Those friends of mine who use them with the new improvements are very much pleased. The one I have I would not part with.

MRS. ANN W. CUTHBERT.

428 West 36th St., N. Y.

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[] Teachers will find it to their interest to call and examine the stock. | 12-12

Depository of the Publications of Methodist Book Concern.

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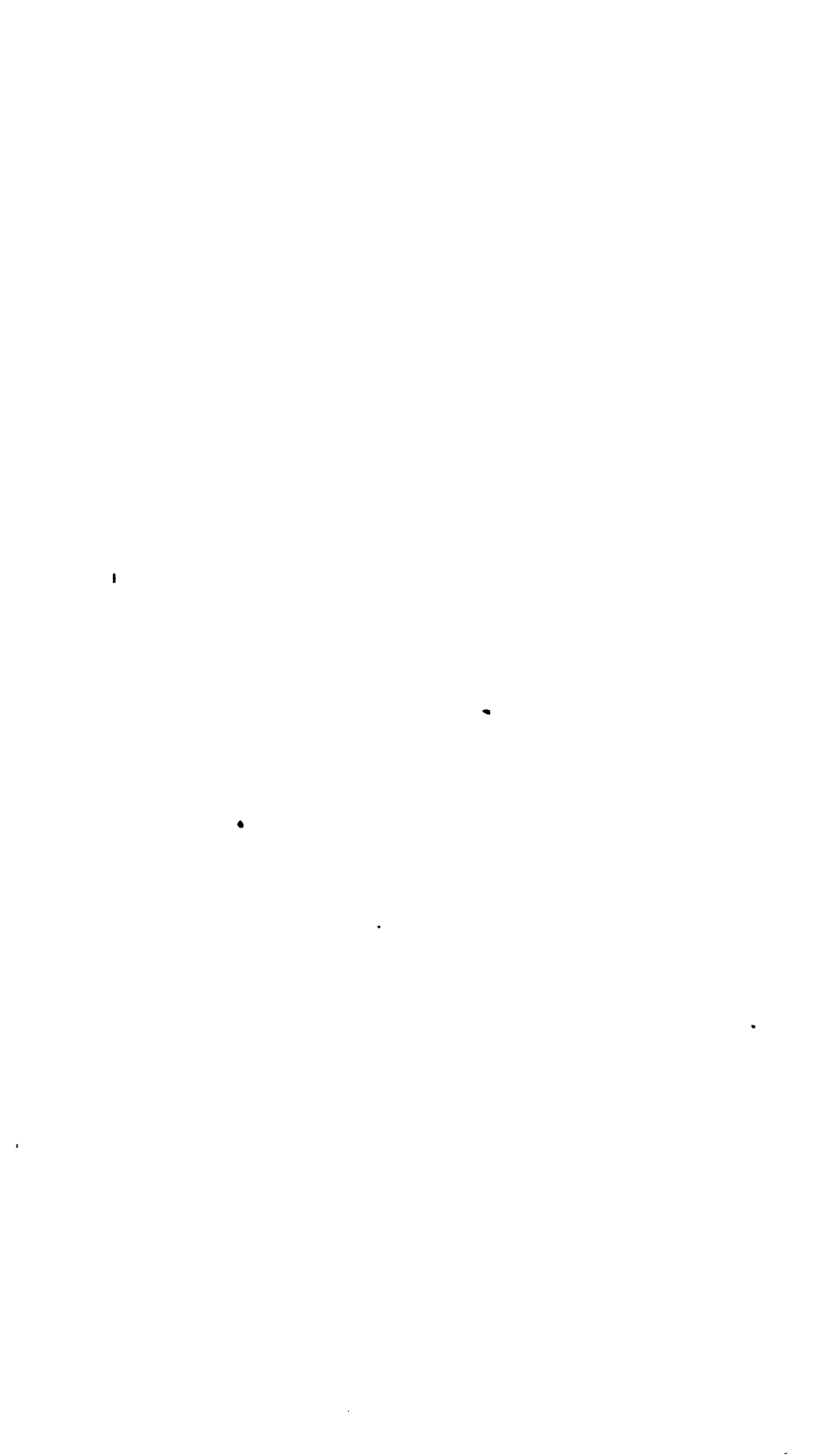
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NATURAL PHILOSOPHY.

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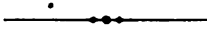
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For several years past, a decided reaction has been in progress. Teachers are now quite unanimous in the opinion that too much time, comparatively, has been given to arithmetic, and the practice of allotting two daily recitations to the subject is already abandoned in many schools. This has been done by alternating the recitations in Mental and Written Arithmetic, or by bringing the two recitations, with the *two text-books*, into one exercise, or, in some instances, by wholly giving up mental arithmetic except in the primary classes. But, for obvious reasons, neither of these expedients gives satisfaction; and teachers, especially of graded schools, are rapidly coming to the conclusion, that—

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ANNOUNCEMENT.

137 Walnut Street, Cincinnati, May, 1870.

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BY

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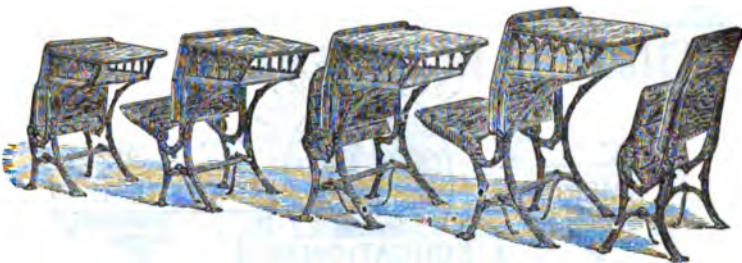
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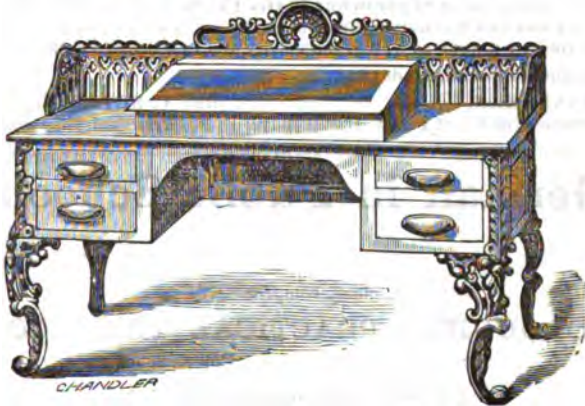
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From G. W. Hoos, Superintendent of Public Instruction, and Editor of the Indiana School Journal.

Manual of Devotion for Schools and Academies—We hail this book with pleasure, and for several reasons.

1. It has merit:
2. It is needed:
3. It is the work of an experienced and successful educator.

Perhaps we have said enough, and should stop: we, however, beg the reader's indulgence while we make a remark or two touching the first two points.

The contents of this book, save the hymns, are all Biblical quotations, and principally from the Psalms. It is arranged for daily reading, or opening exercises, containing matter sufficient for a session of twelve weeks. On the first page is the reading, on the following an appropriate hymn, also a short prayer from the Bible. The author designs these to be used as follows: The teacher and school reading alternately, the whole school reading together, i. e., in concert; then all so far as practicable to join in singing the hymn; afterward the teacher and school to read the prayer in concert. This mere statement of the contents and their designed use, shows that the book has merit. We believe that its use in the schoolroom will abundantly verify this statement.

2. It is needed. The charge has been made against the public schools, and with some justice, that they are "Godless schools." This is a grave charge, and if it were true, in its largest sense, the schools would not long be sustained, nor should they be. This, we are happy to know, is not true in its large sense, yet true in such a sense as to demand efforts and appliances to change it. This book, and all of its kind, look to this change. Hence, this book is needed—needed as an aid in begetting in the minds of the young, a veneration for the Bible, and a spirit of obedience to its Author.

With a sincere desire to see the good fruits which we believe must be yielded by a proper use of this book, we commend it to the favorable consideration of teachers everywhere.

Realizing the great need of moral reform in our schools, and that now of all others is the time when a vigorous effort to that end should be put forth, and that every means that will conduce to that end should be used. I would recommend the "*Manual of Devotion*" as being one of the most available means now at hand. It reaches both teacher and scholar. It is all Bible except the hymns and they are very appropriate.

Mishawaka.

E. SUMPTION,
School Examiner, of St. Joseph Co., Ind.

From the Indiana Home Visitor.

This work, as its title indicates, is intended to aid teachers and pupils in the conduct of devotional exercises in school, and will be hailed with delight by a majority of teachers. Our teachers are usually religious men and women, who wish to cultivate the moral and religious, as well as the intellectual powers of the pupils entrusted to their care, and yet they often feel themselves very much embarrassed for want of a systematized plan of religious exercises. This book relieves all such embarrassment; furnishing, as it does, an excellent system of religious exercises, eminently devotional, yet so free from sectarian bias, that no parent can object to it who believes in the Christian religion. This work is from the pen of our valued friend, Prof. E. J. Rice, than whom we know of none more devoted to the cause of education, or a pure Christianity.

I have only had time for a brief examination of your "*Manual of Devotion*," recently published, for schools. It seems to be admirably adapted to our most excellent system of education, it inculcates virtue, morality and patriotism, which are indispensable to the existence and perpetuity of civil and religious liberty. Man is a compound being, physical, intellectual and moral, and a thorough education includes his three-fold nature. The moral nature governs both the physical and intellectual and should therefore receive early attention. I esteem your work peculiarly adapted to aid in this work.

J. G. WHITE,
Editor and Prop'r of the Protestant Missionary, Jacksonville, Ill.

From Rev. Elijah Fletcher, of the Indianapolis Daily Journal.

Devotion should never be forgotten in our schools. Every teacher should unlock the day with the key of prayer. Many, from constitutional diffidence, and from modesty in reference to sacred matters, are unable to open their teachings with prayer. For such, and for all who desire that decency and uniformity may characterize their school worship, this neat compilation of prayers, hymns and Scripture reading is a treasure. The selections are not only tasteful, but impressive. The hymns are as appropriate as they are pious, while the prayers are nothing else than the breathings of the Bible. The New Testament readings are too few, but this is to be remedied in a new edition. We heartily commend this *Manual* to teachers throughout and beyond the State.

ANGOLA, IND.

TO THE TRUSTEES OF STEUBEN COUNTY—Gentlemen—I have examined with considerable care, the "*Manual of Devotion*" for schools, by E. J. Rice, A. M., and am decidedly in favor of its adoption in the schools of our county, I feel assured that it will be a success in the hands of our teachers, as it can, should, and no doubt will be used by them, as it will materially assist them in governing their schools. We very much need the influence of sound morality among our children, and feeling satisfied that this work will meet that want, I will earnestly aid and encourage the use of it in the schools. I shall license no teachers who are not qualified to use it, as I intend to make morality the basis of qualification.

R. V. CARLIN,
Principal Angola Academy and School Examiner Steuben County.

I cheerfully indorse the above and hope to see the work used by all our teachers.

J. B. LEWIS, Principal Oriand Academy.

From Rev. Henry Day, Pastor First Baptist Church, Indianapolis, Ind.

GENTLEMEN—I regard your "Manual of Devotion" as a valuable contribution to our appliances for the proper training of youth. It puts in form, convenient for school purposes, appropriate selections from the sacred Scriptures. Its brief prayers, in Bible words and sentences, will be welcomed by those who feel how becoming is some daily and public recognition of God's superintendence and care, and yet have never learned how to "order their words" before Him. I most cheerfully commend the volume to all who are engaged in the training of our youth.

Respectfully, yours,

HENRY DAY.

I take pleasure in subscribing to the above recommendation of Rev. Dr. Day, and would say further, that the excellent Manual of Professor Rice, has already been introduced into this Institute.

C. W. HEWES, President Indianapolis Female Institute.

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MRS. S. S. STABLING,

Members of the Faculty.

WARSAW, INDIANA.

I have examined a "Manual of Devotion" for schools and academies, by E. J. Rice, A. M. and consider it admirably adapted to the end in view, and its use calculated to promote the order and efficiency of our common schools. I can cheerfully recommend its introduction into any school in this County.

The law of the State requires teachers in the public schools to be persons of good moral character. All applicants examined by me must produce satisfactory evidence on this subject, or no certificate will be granted.

WALTER SCOTT,

School Examiner, Kosciusko County, Ind.

From Rev. Hanford A. Edson, Pastor of Second Presbyterian Church, Indianapolis, Ind.

Publishers of Manual of Devotion for Schools and Academies.

DEAR SIRS—That education which trains the intellect, but bestows no care upon the conscience and the heart, only furnishes to those who are hereafter to be our citizens, greater facilities and augmented power for mischief. The compiler of this work, just issued from the press, is right, also, when, in his preface, he says: "Exclude the Bible from the School room, and you exclude the vital element of all morality." The use of this book, which appears to be in the main, an arrangement of passages of Scripture, would, I do not doubt, be helpful in promoting the order and efficiency of our schools.

PLYMOUTH, IND.

We, the undersigned, take pleasure in recommending to the notice of School and Township Trustees a "Manual of Devotion," for schools and academies, by E. J. Rice, A. M. It is a work that every school in the State should have.

T. McDONALD,

Examiner of Schools.

D. D. LEEK,

Principal Plymouth Public Schools.

From Rev. G. C. Heckman, Pastor Third Presbyterian Church, Indianapolis.

* * * * I welcome the "Manual" as an important step towards realizing a desideratum in our public schools, which the Christian sentiment of our country has erred in not requiring before this. * * * Permit me also to commend the letter press and binding, and, indeed, the whole getting up of the book, as every way suitable to the object in view.

TO THE TRUSTEES OF PORTER COUNTY—Gentlemen:—I have been shown a work entitled "The Manual of Devotion," and after a brief examination of the same, I believe it to be well adapted to the use for which it was intended. I am decidedly in favor of its adoption and will aid and encourage its use in all our schools.

T. REEM.

From Rev. M. V. Averill, Minister of Grace Church, Indianapolis, Ind.

I take great pleasure in recommending for general use, the "Manual of Devotion for Schools and Academies," compiled by E. J. Rice, A. M.

A child has a conscience even from the first dawn of intelligence, and that system of instruction is both deficient in itself and cruel to the best interests of the child, which does not cultivate and develop his moral as well as his intellectual faculties—and how can this be better done than by publicly reading from God's Holy Word, singing to His praise, and asking His divine aid and blessing upon the studies of each and every day?

This Manual of Devotion should be in every school in our land.

From Rev. J. T. P. Ingraham, Rector of Christ's Church, Indianapolis, Ind.

I have examined with great pleasure the "Manual of Devotion for Schools and Academies," by E. J. Rice, A. M., which you were so kind as to send me, and I gladly express my gratification at the work, and the hope that it will be adopted in every school in the State.

TO SCHOOL OFFICERS AND TEACHERS OF CLINTON COUNTY, INDIANA:—This is to certify that Mr. D. M. Marsh, of Indianapolis, visited the School of which I have charge, and conducted the morning opening exercises, using Rice's "Manual of Devotion." I was highly pleased with the good effect upon the pupils, the great interest they took, and the perfect adaptation of the book to such an exercise. All the pupils expressed themselves (numbering about one hundred), as desirous of having such devotional exercises in the school. Quite a number of the students came to me and asked that a set of books be procured and used each day. I am of the opinion that the use of some such devotional exercises is demanded in all our public schools. I can commend this book to the teachers and school officers of the county, and elsewhere, as a book well adapted to promote the end in view.

E. H. STALEY,

Principal Frankfort Seminary and School Examiner of Clinton county.

From Gregory & Mumford's National Business College, Indianapolis, Ind.

"Teach your boys that which they will practice when they become men."

We, having some weeks since adopted your "Manual of Devotion" for use at our Chapel exercises, desire to express our approval of the work. Success attend your efforts in the introduction of the "Manual" in our public schools.

From George P. Brown, Superintendent of Schools, New Albany, Ind.

It is the most useful and necessary book for the school room I have ever seen.

From Grant County Teachers' Institute.

Resolved, That the thanks of teachers and parents are due to Prof. Rice for the preparation of his "Manual of Devotion," which supplies a want long felt, and that we encourage its introduction into all schools.

MYRA C. SEWARD, Secretary.

A. W. SANFORD, Teacher.

UNION CITY, IND.

Having examined Prof. Rice's "Manual of Devotion," for the use of Schools and Academies, we are prepared to say that it is such a book as has been very much needed in all the schools of the county. It establishes system, cultivates a taste for devotional exercise, directs the mind in the channel of morality and religion, and, in short, must prove useful in any well directed academy of learning. We expect to adopt it for the use of our school at the proper time.

J. N. CONVERSE, Trustee.

WM. STONE, Principal Union Schools.

A. T. ANDERSON,

DELLA M. POSEY,

JENNIE M. POSEY.

FRANKLIN, IND.,

We, the undersigned, teachers of the schools of Franklin, Indiana, having examined Prof. Rice's "Manual of Devotion for Schools," take pleasure in saying that we believe it meets a universal want, and should be used in all our schools.

A. F. DENNY, Principal Franklin Academy.

A. C. TRESSLER,

N. C. HANSON,

H. E. RITCHER,

E. J. J. COLLINS.

H. D. FISK, Trustee of the City of Franklin.

HEBRON, IND.

From the examination and trial I have been enabled to make to-day of the "Manual of Devotion," by E. J. Rice, I can cheerfully recommend it as just the thing needed to meet a great want felt in the Common Schools.

Generally speaking, the opening, or morning exercises, are dry and uninteresting, but this book presents a plan by which it instructs, while it must, and will, claim attention of every scholar in school. In a word, it *claims attention, pleases* and instructs in wholesome Bible truths, without sectarian note or comment. I sincerely hope it may come into general use in all our common schools.

O. R. BEEBE, Teacher of Public School, Hebron, Ind.

Recommendations have also been received from many other of the leading educators and school officers in various parts of the United States, a few of which we append below:

JAS. K. HAMILTON, School Examiner, Jackson county.

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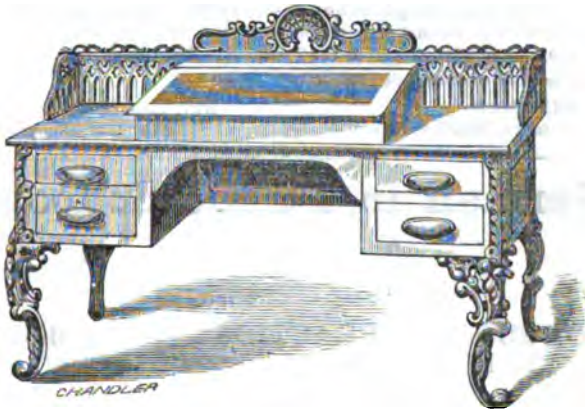
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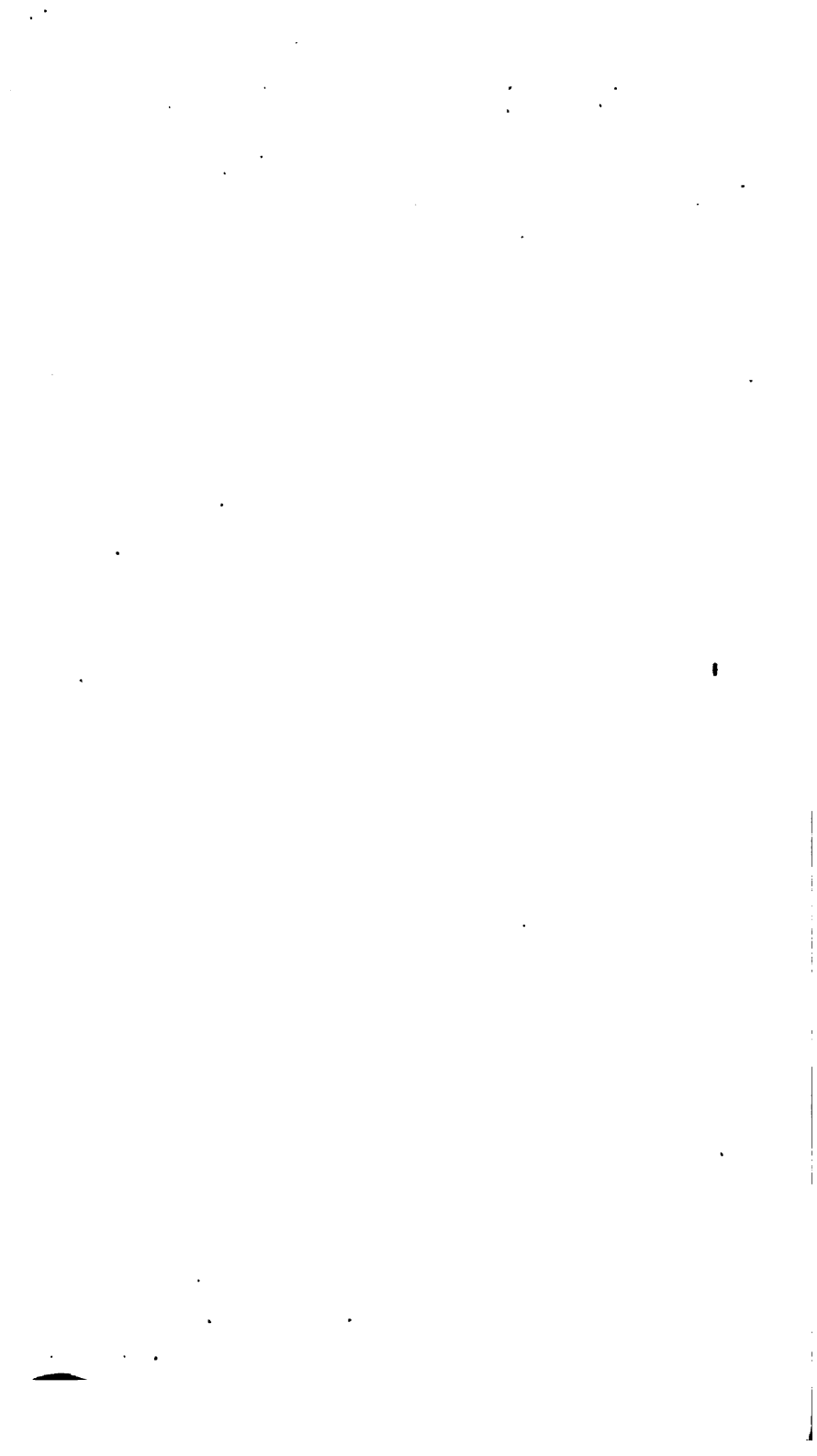
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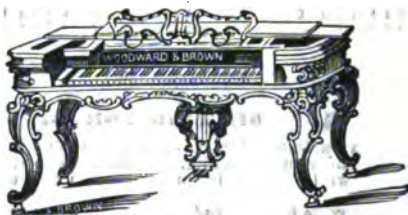
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MAY.

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SEPTEMBER.

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SEPTEMBER.

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AND

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AND OF

THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

EDITORS:

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Bloomington.

W. A. BELL,
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